

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

COURSE NUMBER: PED 302 section 01  
SPRING 2010; M, W, F 9 – 10:50 am; MC 202  
COURSE TITLE: Practicum in Team Activities  
INSTRUCTOR: Dr. Robin Kirkwood Auld  
OFFICE: Murray Center 140  
OFFICE HOURS: T & Th. 4-5 pm; M & F 11-12 pm; and by appointment  
TELEPHONE: 401 456-8880  
E-MAIL: [raul@ric.edu](mailto:raul@ric.edu)

A. COURSE INFORMATION

Prerequisites:

PED 140, 207, 243, and 301 or HED 300 (double major), or consent from the department chair, admission to the physical education teacher preparation program, and 2.5 GPA. The minimal grade for each prerequisite course must be achieved prior to taking this course.

Required Texts:

Rink, J. (2002). *Teaching Physical Education for Learning* (4<sup>th</sup> ed.). New York, NY: McGraw-Hill.

Suggested Texts:

Griffin, L. & Butler, J. (2005). *Teaching Games for Understanding: Theory, Research, and Practice*. Champaign, IL: Human Kinetics.

Hellison, D. (2003). *Teaching Responsibility Through Physical Activity* (2<sup>nd</sup> ed). Champaign, IL: Human Kinetics.

Mitchell, S., Oslin, J., & Griffin, L. (2003). *Sport Foundations for Elementary Physical Education: A Tactical Games Approach*. Champaign, IL: Human Kinetics.

Mitchell, S., Oslin, J., & Griffin, L. (2006). *Teaching Sport Concepts and Skills: A Tactical Games Approach* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

Class Format:

This course meets Monday, Wednesday, and Friday, 9 – 10:50 am. And will consist of a combination of lecture/discussion and laboratory sessions. Class times will be adjusted when public school teaching begins.

Appropriate workout clothes and non-marking sneakers are required for all laboratory sessions. No hats will be allowed in the gymnasium. **PROFESSIONAL** attire and appearance is **REQUIRED** during all observations and teaching in the public schools. A wristwatch is required for all teaching sessions. Cell phones are not allowed on your person while teaching.

Class attendance is vital. Two absences will be allowed. All subsequent absences will affect the final grade (5 points per unexcused absence will be deducted). Two late arrivals or early departures will count as an absence. Students are responsible for all announcements, assignments, and materials covered for all classes. If absent, be sure to check with peers before the next class meeting in order to be prepared for class. **All electronic correspondence will be done via the RIC e-mail system. All assignments and course materials are posted on Blackboard.**

## B. COURSE DESCRIPTION

### Catalog Description

Students analyze selected team sport skills and develop appropriate teaching progressions in team activities. This practicum includes observations and supervised teaching experiences in school settings pre-kindergarten through grade twelve. (6) 3 credit hours. Offered spring semester.

### Extended Description:

This course provides the student with an intensive study of teaching behavior and instructional practice in physical education. Students must demonstrate both an understanding of and proficiency in 1. the identification of the characteristics of Pre-K-12 learners; 2. the Games for Understanding and Tactical Games Models; 3. the analysis of a wide variety of motor skills, games, activities, and team sports; and 4. the ability to plan, organize, implement, and assess learning experiences in physical education.

To facilitate such learning, students must successfully complete two field experiences in local clinical sites. Additional purposes include the study of teaching methods in order to maximize teaching effectiveness in leading group activities, to study the impact of creativity in teaching physical education, and to understand the concept of safety and its implication for the physical education curriculum.

### Relationship to Professional Programs:

This is one of three practica courses required in the professional program for all physical education majors. Departmental practica courses are where students put theory into practice. In these clinically-based courses, students complete two teaching assignments of a minimum of six lessons each, one in an elementary school setting and the other in a middle or high school setting. These teaching experiences provide a successful and rewarding culminating experience in student teaching.

### Relationship to Conceptual Framework and FSEHD:

The areas of team sports and group activities provide an excellent vehicle by which students can explore and develop an appreciation of the intricacies of curriculum decision-making, instructional interactions with students and other educational personnel, and educational delivery systems. Students gain first-hand experience in selecting, planning and modifying appropriate materials for diverse populations PreK-12, including students with a variety of special needs. Utilization of a reflective approach to teaching and learning is the cornerstone of the practicum experience. Working closely with cooperating, field-based teachers, and the college professor, students have the opportunity to plan, prepare, and deliver lessons designed to meet the varied needs of their pupils in culturally and socio-economically diverse settings. Reflection on each lesson taught immediately follows and occurs in video, written, and oral forms. Increased competency in technology is promoted through use of assignments requiring the access and evaluation of computerized materials relevant to course content and use of computers in generating unit and lesson plans.

### C. COURSE OUTCOMES

The experiences in this course are designed to enable the student to:

1. demonstrate an understanding of the theory behind the Games for Understanding and Tactical Approach instructional models (C.F. Knowledge Pedagogy; RIPTS 2, 3, 5; NASPE1, 3, 4).
2. demonstrate a knowledge of the appropriate tactical problems and the solutions to solve those problems specific to the game type (C.F. Knowledge; Pedagogy; RIPTS 2, 3, NASPE 1, 3, 4).
3. plan and implement games, drills, and progressions that follow the Tactical Approach instructional model (C.F. Pedagogy; RIPTS 2, 3, 4, 5, 8; NASPE 3, 4).
4. analyze movement education, the conceptual curriculum, traditional physical education, and other curriculum models/approaches to physical education as to aim, objectives, classification of activities and outcomes (C.F. Knowledge; RIPTS 2; NASPE 1).
5. plan appropriate programs of physical education for elementary, middle, and secondary levels (C.F. Pedagogy; RIPTS 3, 4; NASPE 3).
6. explain, critique, and correct fundamental skills, sport specific skills, and game tactics using direct and indirect teaching strategies (C.F. Pedagogy; RIPTS 8, 9; NASPE 3, 4, 5)
7. learn, implement, and evaluate various class management strategies (equipment, space, time, students) to be proactive about keeping students engaged in class (C.F. Pedagogy; RIPTS 6, 8; NASPE 4).
8. create a plan to minimize unsafe practices within a class and unit (C.F. Pedagogy, Professionalism; RIPTS 6; NASPE 4).
9. develop open-ended, in-depth questioning techniques to help students explore tactical problems (Pedagogy; RIPTS 5, 8, 9; NASPE 4)
10. effectively and efficiently organize and translate directions for games and task analyses (C.F. Pedagogy; RIPTS 8; NASPE 4).
11. develop questioning techniques during and at the conclusion of the lesson that encourages students' critical thinking and problem solving skills (C.F. Pedagogy; RIPTS 5, 8; NASPE 4)
12. know several ways to evaluate student progress and assign a value to that performance (C.F. Pedagogy; RIPTS 9; NASPE 5).
13. accurately analyze and evaluate the effects of his/her professional instruction on others (C.F. Pedagogy; RIPTS 9, 10; NASPE 5).
14. research, design, and implement unit and lesson plans (C.F. Knowledge, Pedagogy, Diversity, Professionalism; RIPTS 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; NASPE 1, 4).
15. demonstrate an understanding of the social, political, and economic factors which impact the physical education curriculum and the instructional endeavor (C.F. Knowledge, Diversity; RIPTS 1, 4; NASPE 1).
16. describe and implement various methods of responding to and dealing with the social, political, and economic aspects of physical education as conducted in public schools (C.F. Diversity, Professionalism, Pedagogy; RIPTS 4, 7; NASPE 4).
17. analyze current research literature on pedagogical practice applied to physical education (C.F. Knowledge, Pedagogy; RIPTS 10; NASPE 1).
18. understand how to integrate physical education into other academic disciplines (C.F. Knowledge; RIPTS 1; NASPE 1).
19. demonstrate an understanding of a reflective approach to teaching and learning as expressed in the RIC Conceptual Framework for Teacher Education (C.F. Pedagogy; RIPTS 10; NASPE 5).

#### D. TENTATIVE SCHEDULE, TOPICS AND ASSIGNMENTS

Date	Topics	Readings
Jan. 25	Introduction; Goals; Objectives; Teaching stance: content and pedagogy The Physically Active Person; The Preparing to Teach Portfolio; Rhode Island Professional Teacher Standards (RIPTS)	Chap 1, 3
27	Spectrum of Teaching Styles Factors Influencing Learning; Characteristics of Learners,	Chap 2, 10
29	Theories of Motivation	
Feb. 1	The Art of Teaching; Class Management; Maintaining	Chap 4, 5, 7, 8
3	Learning Environment; Safety	
5	Precautions; <b>Clinic #1 – Direction Giving</b>	
Feb. 8	Human Movement Curriculum	Chap 6, 9, 13
10	Models; Curricular Trends; Teaching Strategies (Direct and Indirect Teaching); Content and Task Analysis of Skills;	
Feb. 12	<b>Clinic #2 – Task Analysis Questions</b>	
	<b>Observe First Teaching Assignment (Feb. 8-12)</b>	
Feb. 15	Tactical Approach to Teaching Team Sports Solutions to Tactical Problems	
Feb. 17	Block, Lesson, Unit Planning; Behavioral Objectives Chap 11	
Feb. 19	<b>Clinic #3 – Tactical Progression Generic (Elem) &amp; Sport Specific (M.S. /H.S.)</b> <b>Clinic #4 – Questioning during Game Play (teachable moment recognition)</b>	
Feb. 22	<b>Practicum Teaching</b>	
24		
26		
Mar. 1	<b>Practicum Teaching</b>	
3		
5		
Mar. 8	<b>Practicum Teaching</b>	
10		
12	Midterm Exam	
Mar. 15-19	<b>Spring Break</b>	
Mar. 22	Unit Planning, Assessment and Reflection	Chap 12, 14, 15
24	Tactical Problems and Solutions for Sport Specific Progressions	
26		
	<b>Observe Second Teaching Assignment (Mar. 22-26)</b>	

Mar. 29	School Programs, Youth Sports,
31	Intramurals; Affective Development
Apr. 2	Positive Coaching Alliance
Apr. 5	<b>Practicum Teaching</b>
7	
9	
Apr. 12	<b>Practicum Teaching</b>
14	
16	
Apr. 19	Conceptual Unit Presentations
Apr. 21	Conceptual Unit Presentations
Apr. 23	
Apr. 26	<b>Practicum Teaching</b>
28	
30	
May 3	Social, Political, Economic Factors in Teaching and Learning;
5	Discussion of Taking Personal and Social Responsibility
7	Course Evaluation & Reflection

#### E. COURSE REQUIREMENTS:

- 1. Health Questionnaire & Student Responsibility Forms:** The forms must be printed from the HPE Department web page for the second class meeting. Forms can be found by clicking on the “important information for students” link.
- 2. Clinic Assignments:** Students will be given individual and group assignments to be completed in the gymnasium and classroom to practice direction giving, questioning techniques, transitions/connections, and developing tactical progressions. The scoring rubric will be posted on Blackboard. (RIPTS 2, 10 NASPE 4)
- 3. Midterm Exam:** Students will take an in class essay exam, which will include all readings, articles, clinics and class notes/discussion. This exam is scheduled for March **12, 2010**. (RIPTS 2 NASPE 1)
- 4. Conceptual Unit Plan:** Each student will develop a conceptual unit plan (involving integration of other academic subjects into physical education classes). Students must follow the outline format, which will be posted on Blackboard. Students will also give a 15 minute oral presentation of their unit to the class. A one page summary of the unit must be provided to the class for the presentation.  
**Due: Friday, April 9, 2010.** (RIPTS 1, 2 NASPE 3, 5)

#### Teaching Requirements:

- 4. Block and Lesson Plans for each Teaching Assignment.** Students will work independently to research and design two block plans and accompanying lesson plans for the assigned practicum teaching assignment. Lesson plans are to be computer generated. Students must follow the “Practicum Teaching Responsibilities” handout and the Block Plan/Lesson Plan guidelines (also posted on Blackboard). **Late lesson plans are an automatic F.** (RIPTS 2, 3, 4, 5, 6, 7 NASPE 1, 3)
- 5. Class Management Artifact.** Students will videotape and analyze a lesson taught during the first teaching experience. This artifact will be part of your Preparing to Teach Portfolio. The guidelines for the assignment will be posted on Blackboard prior to the first teaching assignment. **Due: Monday, March 22, 2010. Students will pass in a hard copy and submit the artifact to Safe Assign.** (RIPTS 6 NASPE 4)

6. **Reflective Journal.** The practicum student's reflective journal will focus on teaching experiences. Entries should reflect on the initial observations of his/her class (es), planning lessons, and the implementation of those lessons. **At a minimum**, entries should be written 1. after observing the class, 2. after each lesson and 3. a summary entry at the end of the teaching experience. The journal must be passed in twice during the semester, immediately following each teaching experience. Entries **must** be made after each experience to be an effective reflection tool. The journal will be evaluated using the Journal Rubric posted on Blackboard. **Journals must be given to Dr. Auld prior to scheduling placement ending conferences.** (RIPTS 9, 10 NASPE 5)

7. **Complete, at a satisfactory level, all assigned practicum teaching assignments.** Written work will be evaluated by the Supervising Instructor and teaching experiences will be determined by the Supervising Instructor with the Cooperating Teacher's input. (RIPTS 4, 6, 7, 8, 9, 11 NASPE 6)

8. **Complete all required forms, including but not limited to:**

- a. Evaluation Form for cooperating teacher – due two days after final lesson
- b. Peer Observations – due two days after the observation
- c. RIPTS self evaluation – due at the end of each teaching experience

Follow the guidelines provided on each form; complete forms as soon as possible, while impressions are fresh in your mind.

#### Expectations

1. Full, meaningful participation in ALL class discussions and laboratory sessions is expected. Be prompt to class, late arrivals and early departures do not reflect a professional disposition.
2. Reading assignments in texts and supplementary materials should be completed BEFORE the class for which they are assigned. Come prepared to discuss the readings.
3. Be punctual in turning in assignments. Your grade will be lowered one letter grade for each day that an assignment is late (**EXCEPTION – LATE LESSON PLANS ARE AN AUTOMATIC F**). No work will be accepted after an assignment has been returned to the class.
4. Each student is responsible for ALL announcements, assignments, material covered, etc. for ALL classes. Students will be responsible for printing articles or forms from Blackboard to bring to class. Students must regularly check their RIC e-mail addresses especially for assignment changes and class meeting dates.
5. If there are any questions about a grade on a returned assignment or exam talk with the professor no later than one week after the grade was posted. Be sure to contact the professor immediately when the material becomes confusing, extra help is needed, or conflicts with class time arise. Students must complete assignments and pass them in on time (at the beginning of class). All assignments must be word processed unless otherwise notified. **Hard copies only; no e-mails will be accepted.**
6. **Students must receive a positive recommendation from BOTH Cooperating Teacher and the Supervising Instructor for EACH teaching placement. Recommendations will be based on the student's planning, teaching and reflection of the lessons taught. The Teaching Rubric (posted on Blackboard) will be used to evaluate teaching – the Supervising Instructor's evaluation and Cooperating teachers' daily and final evaluations will be used to complete the rubric.**
7. It is expected that students will review the instructor's comments on returned lesson plans, block plans, and journal entries and make appropriate changes on subsequent plans or entries.

## F. EVALUATION

10%	Midterm Exam
10%	Conceptual Unit Plan & Presentation
10%	Clinic Assignments
10%	Class Management Artifact
10%	Journal
15%	Block and Lesson Plans (average of both teaching experiences)
30%	Teaching Assignments and Required Forms (average of both teaching experiences)
5%	Class Participation
<hr/>	
100%	

### Grading Scale

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
60 – 62	D-
0 – 59	F

## G. RESOURCES:

Auld, R.K. (2009). Developing Savvy Off-the-Ball Players. In T. Hopper, J. Butler, & B. Storey Eds. *Teaching Games for Understanding Simply Good Pedagogy: Understanding a Complex Challenge*. CAHPERD.

Auld, R.K., Cvornyek, R., Lombardo, B., & Tunncliffe, K. (2008). *Pawtucket Red Sox/Rhode Island College Curriculum Guide*.

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

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

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

Hopper, T., Butler, J., & Storey, B. (Eds.). (2009). *TGfU...Simply Good Pedagogy: Understanding a Complex Challenge*. HPE Canada.

Knudson, D. & Morrison, C. (1997). *Qualitative Analysis of Human Movement*. Champaign, IL: Human Kinetics.

Pangrazi, R. (2004). *Dynamic Physical Education for Elementary School Children*. Boston, MA: Allyn & Bacon.

Additional Resources:

Strategies: A Journal for Physical and Sport Educators. AAHPERD

[www.pecentral](http://www.pecentral)

[www.gameskidsplay.net](http://www.gameskidsplay.net)

[www.greatactivities.net](http://www.greatactivities.net)

[www.eteamz.com](http://www.eteamz.com)

#### H. OTHER:

The instructor reserves the right to change the syllabus at any point in the semester. TEACHER CANDIDATES will be notified in class of any changes.

Teacher candidates' assignments may be duplicated and utilized anonymously for the 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.

### RIC Academic Dishonesty Policy

#### 3.9.1 Academic Dishonesty\* (*As amended by the Council of Rhode Island College – 11/07/08*)

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 representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

- i.* 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.
- ii.* 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.
- iii.* 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.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported. Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards.

The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty. A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

(c) Vice President for Academic Affairs Role

The Vice President for Academic Affairs shall maintain a file of any and all reports of academic dishonesty. At the discretion of the Vice President for Academic Affairs and depending upon the severity of the infraction, the student may be informed in writing about possible consequences of further infractions.

In the case of multiple infractions, the Vice President for Academic Affairs will refer the student's name to the Board of College Discipline for review and possible action.

d) Board of College Discipline role

The Board of College Discipline shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any of the penalties ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the College.

- i.* Appeal - Any student accused of academic dishonesty may appeal action taken by the instructor in a case to the Board of College Discipline.
- ii.* Appeals Procedure
  - Appeals or referrals to the Board will follow the standard procedure of the Board.
  - The Board shall inform the student, the faculty member, and Vice President for Academic Affairs of its decision.
  - A record of the cases concerning academic dishonesty will be kept in the Office of the Vice President for Academic Affairs.
  - A student may appeal the decision of the Board of College Discipline (concerning academic dishonesty) to the Vice President of Academic Affairs. Appeals may be considered on the basis of new information or procedural errors.

\* Rhode Island College Handbook of Policies, Practices, and Regulations. (2010, Spring). Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.

**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.