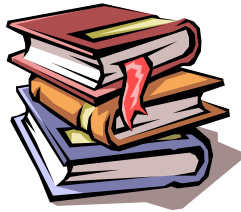


**P.E. 110 - Generic Teaching Skills in Physical Education**  
**Fall Semester 2008**



**Instructor:** Dr. Sharon E. Whitlock      **Classroom:** TPH 131  
**Office:** Smith Stadium 304 (Temporary Office in Trailer #1 next to the tennis courts)  
**Time:** TTh 11:10a.m.- 12:20p.m.  
**Phone:** 745-5026      **Email:** [sharon.whitlock@wku.edu](mailto:sharon.whitlock@wku.edu)  
**Office Hours:** MWF: 1:00-3:30 pm or by appointment

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**Course Description:** This course is designed to provide prospective physical education teachers with the abilities to define, describe, and demonstrate a range of teaching skills to support Kentucky's New Teacher Standards.

**Course Rationale:** The core of this course is to provide Physical Education Teacher Education majors with the knowledge and skills needed to understand, recognize, analyze and demonstrate a range of teaching skills employed by successful physical educators. This course is a prerequisite for P.E. 321 and 322. Students completing this course should have a better chance for success in these classes.

**Prerequisite(s):** none

**Text:** Schempp, P. G. (2003). Teaching sport and physical activity. Human Kinetics Books: Champagne, Illinois.

**Course Objectives and Assessment:** Upon completion of this course each student should be able to:

A. *Objective* - Recognize and describe the important pedagogical skills that are thought to comprise effective physical education teaching and the context in which these skills are employed.

*Assessment* -- Written Exam

B. *Objective* - Effectively combine pre-active skills such as planning with the actual lessons taught.

*Assessment* - Written examination(s), design a lesson plan, peer teaches, reflection paper.

C. *Objective* - Realistically and accurately reflect on the teaching process and the role of the teacher

*Assessment* - Develop of a working portfolio, reflection paper, and written exam.

D. *Objective* - Describe and demonstrate management strategies typically employed in teaching physical education.

*Assessment* - Practical application through peer teaching experiences and application activity on specific management strategies, written exam.

**Critical Student Performance:** Students will evidence teaching skills by providing a work sample involving the ability to plan a lesson, teach a lesson, accurately reflect on and analyze the teaching experience and to determine a strategy for improving teaching effectiveness. Lessons will be peer taught and video-taped to showcase the teaching experiences.

**Course Disposition Statement:** This course is included in the physical education teacher education program and provides learning experiences through peer teaching that should enhance pre-service teachers' educational experience.

**Instructional Methods and Activities:** The instructional format for this class will consist of class lectures, written assignments, application activities and teaching experiences.

**Special Instructional Materials:** Camcorders, wireless microphones, VCRs, monitors and any other material deemed necessary by the instructor.

**KERA Elements Addressed:**

1. KERA Goals and Academic Expectations
2. Kentucky Core Content for Assessment

CLASS SCHEDULE				
August 26	Tuesday	<b>Orientation</b>	Points	
August 28	Thursday	Library Research Class meets in the Helm Library Lobby		
September 02	Tuesday	<b>VIDEO TAPE #1 Preparation</b> Video: The Beauty of Teaching		
September 04	Thursday	Chapter 1 – Becoming a Teacher		
September 09	Tuesday	<b>VIDEO TAPE #1 – Peer Teach</b>  <b>Class meets on the Blue Surface Court in the Preston Center</b>  All Lesson Plans are due		

September 11	Thursday	<b>VIDEO TAPE #1- Peer Teach</b> <i>Class meets on the Blue Surface Court in the Preston Center</i>
September 16	Tuesday	<b>VIDEO TAPE #1- Peer Teach</b> Class meets on the Blue Surface Court in the Preston Center
September 18	Thursday	Chapter 8 – Focus and Flow  <b><i>Reflection Papers are due</i></b> Maximum Learning
September 23	Tuesday	Application Activity--Instant Activity Class meets on the Blue Surface Court in the Preston Center <b>Turn in written instant activity</b>
September 25	Thursday	Chapter 9 – Communicating Chapter 12 – Checking for Learning  <b>Article Summary is due</b>
September 30	Tuesday	Application Activity -- Set Induction and Skill Demonstration Class meets on the Blue Surface Court in the Preston Center <b>Turn in your written set induction and your poster</b>
October 02	Thursday	Fall Break
October 07	Tuesday	Chapter 6 – Planning and Preparation Portfolio Development
October 09	Thursday	<b>Quiz #1 (Chapters 1, 8-9, 12)</b>
October 14	Tuesday	Content Development  Preparation for VIDEO TAPE #2
October 16	Thurssday	KAHPERD Conference
October 21	Tuesday	Chapter 7 – Managing the Learning Environment

October 23	Thursday	<b>VIDEO TAPE #2- Peer Teach</b> Class meets on the Blue Surface Court in the Preston Center <b>Lesson Plans are due</b>
October 28	Tuesday	<b>VIDEO TAPE #2- Peer Teach</b> Class meets on the Blue Surface Court in the Preston Center
October 30	Thursday	Chapter 4- Learning Sport and Physical Activity Skills
November 04	Tuesday	Election Day – School Closed
November 06	Thursrday	Chapter 3 – Anatomy of a Teacher’s Knowledge Chapter 11 – Teaching Strategies <b>Reflection Papers are Due</b>
November 11	Tuesday	Chapter 5 – Building Relationships
November 13	Thursday	<b>QUIZ #2 (Chapters 4, 6-7)</b>
November 18	Tuesday	Chapter 10 – Importance of Practice and Feedback Preparation for Video #3 <b>Article Summary is due</b>
November 20	Thursday	Application Activity/Feedback Class meets on the Blue Surface Court in the Preston Center
November 25	Tuesday	<b>VIDEO TAPE #3- Peer Teach</b> Class meets on the Blue Surface Court in the Preston Center
November 27	Thursrday	<b>Thanksgiving Holiday</b>
December 02	Tuesday	<b>VIDEO TAPE #3- Peer Teach</b> Class meets on the Blue Surface Court in the Preston Center
December 04	Thursday	Finals Review <b>Reflection Paper is Due</b>

**Blackboard:** Blackboard (<http://ecourses.wku.edu>), an online environment that is utilized by the University for teaching purposes will be used in this course. You have access to the course information available on Blackboard. Your login and password for Blackboard is the same as your login and password for your email account. On Blackboard you will have availability to: course syllabus, lecture notes, supplemental information and IMPORTANT announcements about this course. ***It is VITAL that you check the blackboard regularly to keep yourself up to date on class information.***

ALL assignments are to be turned in through Blackboard and are due by class-time. Late papers will get a 5- point deduction from the grade. No papers will be accepted two days past the due date.

### **Important Dates:**

**Thursday-Friday, October 2-3-Fall Break**

**Tuesday, October 14** – Last day to drop a full semester course with a W and the last day to change a full semester course from credit to audit.

**Thursday-Friday, October 16-17-KAHPERD Convention**

**Wednesday-Friday, November 26-28-Thanksgiving Holiday**

**Friday, December 12** – Final Exam @ 8:00a.m. in TPH 131

**GRADING SCALE/EVALUATION.** The class will not be graded on a curve. It is theoretically possible for the whole class to get an A or an F.

**Teaching Episodes** = 100 pts

1<sup>st</sup> teach = 20 pts.

2nd teach = 35 pts.

3rd teach = 45 pts.

**Application Activities** (3 @ 15 pts each) = 45 pts

**Lesson Plans** = 35 pts

1<sup>st</sup> lesson = 5 pts

2nd lesson = 15 pts

3rd lesson = 15 pts

**Reflection Papers** (3@15 pts each) = 45 pts

**Article Summaries** 2 @ 25 points each = 50 points

**Professional Portfolio** = 25 pts

**Exams :**

**Quiz #1** = 100 pts

**Quiz #2** = 100 pts

**Final Exam** = 100 pts

A = 600 - 525  
B = 524 - 475  
C = 474 - 425  
D = 424 - 350  
F = 349 and below

**All written assignments must be typed...**

**KEEP A COPY OF EVERY ASSIGNMENT THAT YOU TURN IN;  
SOMETIMES THINGS GET LOST!**

**Teaching Episodes:** The teaching episodes are 8-10 minute mini-teaches on selected physical education content and teaching skills. The teaching episodes will be peer taught. *You will not be able to teach if you do not turn in your written lesson plan on the due date.*

**Application Activities:** The peer-taught application activities are 5-7 minute mini-teaches that allow the student to strengthen selected teaching behaviors and to increase his/her teaching effectiveness. *You will not be able to teach if you do not pass in the written assignment for the application activity on the due date.*

**Article Summaries** : Students will read current articles on teaching in P.E. and share their perspective of the article in a written paper summarizing their reactions to the article. The professor will provide further information for this assignment.

**Attendance Policy:** The nature of this course requires students to be present for all class meetings. Excessive non-excused absences (7 or more) will result in a **failing** grade. Four absences will drop your grade by one letter. No excuse is accepted for more than 6 absences.

You must be present and on time for application activities, teaching episodes, and tests. For missed application activities, teaching episodes and tests, you must have a valid documented excuse (e.g. death in the immediate family, school sponsored event/activity or illness); students who are going to miss any assigned work must contact me *prior to* the scheduled assignment to confirm that the absence is acceptable and schedule a timely make-up date and time. Failure to do this means that the professor is under NO obligation to give a student make-up work.

If you are tardy for the application activities or the teaching episodes, it will result in a 5 point deduction from your grade. If you are absent any day during the application activity and teaching episode sessions, it will result in a 5 point deduction from your grade.

**Dress Code for Application Activities and Teaching Episodes:** For the application activities and teaching episodes, you must dress in physical education attire: collared polo shirt or WKU T-shirt/sweat shirt, sweat pants or shorts that come to the top of or below the knee, and tennis shoes. If you are not dressed in physical education attire, you will not be allowed to participate in the class which will result in a 5 point deduction from your grade.

**Plagiarism Policy:** To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

**Students with Disabilities:** In compliance with university policy, students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **Best Effort**

The expectation for the class is that everyone puts forth their best effort, which includes:

- Attending class sessions.
- Arriving to class in a timely manner.
- Doing the reading before class.
- Arriving prepared to class.
- Asking questions and actively engaging the material in class.
- Doing the assignments required in the class.
- Doing one's own work.
- Turning in assignments on time.

### **Best effort for the instructor includes:**

- Attending class sessions.
- Maintaining knowledge of the material.
- Clearly communicating expectations for the course from day one.
- Providing a clear syllabus and outline of the course. (The syllabus and course materials are also available Blackboard.)
- Preparing instruction before class.
- Offering ways to engage the material in class.
- Structuring assignments to fulfill the learning objectives.
- Encouraging questions in class.
- Offering feedback on assignments.
- Being available outside of class. (Students can reach me via phone or email during office hours and by appointment.)
- Providing additional resources to the class.

**Behavior and Conduct** - In this class the expectation is for you to behave in a highly respectful manner towards myself and your classmates while attending any class activities and office hour visits. The professor reserves the right to deny you allowance to the class based on any type of apparent disrespectful behavior. Any digression from my expectations of your conduct will result in immediate confrontation and the problem will be resolved with your immediate dismissal from the class.

Examples of ways to show respect for one another includes:

- Listening when others talk (you are not talking or engaging in side conversations with your neighbors).
- One person talks at a time.
- Turn off your cell phone when you come to class or putting it on the vibrate mode.
- Entering the room quietly when you are late communicates respect.
- Exiting the room quietly if you must leave early communicates respect.

*You may not always agree with the opinions others express in class, but you will need to learn to listen to others whose opinions differ from yours. Differences in opinion are inevitable and to be expected. Differing opinions can be expressed in ways that communicate respect, which means treating others the way you would like to be treated.*

### **Extra Credit (50 Possible Points)**

#### How to achieve extra credit?

Attend KAHPERD Conference

1. Provide short write-up on your attendance at seven conference sessions.
2. Participate in the Super Stars Contest.

Chapter Reflection Questions

Chapter 1 – Successful Teaching

1. Identify the benefits of teaching from the chapter, and then list the three benefits that are most motivating to you and indicate why they are motivational for you.
2. What characteristics, experiences, and knowledge do you currently possess that you believe will serve you well as a teacher?
3. List in complete sentences those things that bring you the biggest satisfaction in your teaching and indicate why they are satisfying to you.