

Course Syllabus Fall 2005

1. **Course Prefix and Number:** ESS 217
2. **Course Title:** Introduction to Teaching Physical Activity in School and Community Programs
3. **Credits:** 2:3
4. **Course Prerequisites:** none
5. **For Whom Planned:** Required course for undergraduates who are interested in Physical Education Teacher Education or Community Youth Sport Development.
6. **Instructor Information:**
Professor: Thomas Martinek
Office: 264 HHP Building
Phone: 334-3034 (o), 275-3605 (h)
E-mail: martinek@uncg.edu
7. **Nature of Teaching Physical Education:** emphasis on its relationship to total educational experience. First-Hand experience working with learners of diverse backgrounds and ability. K through 12, in varied settings.
8. **Course Goals:** To assist students in exploring the teaching of physical activity, and in determining their suitability for the teacher/coach role. After students have had experiences in a variety of contexts, they should have a clearer understanding of their own preferences and career directions.
9. **Model Student Learning Outcomes:**
 - a. Become aware of social and psychological realities of teaching.
 - b. Begin to identify personal beliefs and philosophy about teaching and learning in physical education, and develop a commitment to excellence as a teacher.
 - c. Recognize and interpret certain issues in youth sport programs.
 - d. Articulate a personal rationale for electing to pursue teaching as a profession based in part upon an analysis of personal experiences in sport.
10. **Reading Resources:** Selected Readings (Most will be available in library reserves)

Course Outline

1. Psycho-social dynamics of teaching physical education
 - a. Socialization and value orientation
 - b. Expectations and performance
 - c. Gender issues
 - d. Social economic and racial differences in schools and community programs
 - e. Competition and student anxiety
 - f. Moral decision making
 - g. Dealing with behavior problems
2. Physical activity and youth development
 - a. What is physical education and youth sport programs?
 - b. Goals of physical education and youth sport programs

- c. Senior high school physical education program models
- d. Middle school physical education
- e. Elementary physical education
- f. Community youth sport programs Student Learning Activities and Evaluation:

11. Education Guidelines

1. Autobiography of physical education & sport experiences (August 26) 10% 30 pts.
2. Insight papers (4) based on school visitations (20 points each) 27% 80 pts.
3. Class discussions on readings and course topics 10% 30 pts.
4. Teaching Portfolio 10% 30 pts.
5. Independent project (summary report & log) 17% 50 pts.
6. Final examination 17% 50 pts.
7. Attendance 9% 25pts.

12. Attendance Policy

Attendance at all classes is an important part of becoming a professional teacher or youth worker. Class discussion and forms of participation require your attendance. Part of your grade is based on this. In the event that you cannot attend a class, please remember that it is your responsibility to make up any missed work. The following points will be awarded or deducted depending on your attendance:

- 4 pts = 1 absence
- 7 pts = 2 absences
- 10 pts = 3 absences
- 13 pts = 4 absences
- 16 pts = 5 absences

Dropped from course = more than 5 absences

Grading Scale

295-265 A

264-231 B

232-202 C

205-172 D

Service Learning Project for ESS 217

The purpose of this project is to enable you to acquire experience in working with children or adolescents in a physical activity setting. The spirit of project will also focus on a “system of care” approach to youth and community work. Your work may also provide services to youth and help to augment on-going community programs. For the project, you will be spending a minimum of **12 hours (or more if you choose)** outside of class assisting a teacher, coach, youth program director/leader and/or students. This is to be done on a voluntary basis. You may choose from the following settings:

- Project Effort Sport Clubs and Youth Leader Corps with Guilford County Schools. The times are:
Tuesday (6th through 8th grade) 3:30-5:00
Wednesday (3rd through 5th grade) 2:30-4:00
- A college activity class (with instructor's approval)
- Community-based physical activity program (school, YMCA, YWCA, Boys and Girls Club, church programs, etc.)
- Schools in Area
- Parks and Recreation Community Centers

At various times during the semester, you may be asked to discuss what you have learned from your service learning experience. You must turn in a log listing dates, times, and activities in which you participated in order receive credit. A written summary of your experience will also be required (an outline for writing the summary will be provided). Logs and summary are due on or before **December 5th**. The UNCG Honor Code governs this project.

13. Topical Outline

Autobiography due August 25

Reading:

Martinek, T., & Griffith, J.B. (1993). Working with learned helpless children. *Journal of Physical Education, Recreation, and Dance*.

September 1:

VISITATION to high school program

September 6 & 8:

Individual student differences

-Cross cultural competence

-Gender differences

-Implications for teaching physical education

Insight paper #1 due September 8

Readings:

Brown, S., Brown, D., & Hussey, K. (1996). Promoting equality in the classroom. *Strategies*.

Moewe, M.C. (1989). Soccer parents turn ugly demand gender check on star girl goalie. *Greensboro News & Record*.

September 13:

VISITATION to a community youth serving agency

September 15 & 20: Individual Student Differences

-Working with low SES kids

-Implications for teaching physical activity and sport

-Programs serving the underserved

-Systems of care and the wrap around process

Insight Paper #2 due September 20

Readings:

Martinek, T., McLaughlin, D., & Schilling, T. (1999). Project Effort: Teaching responsibility beyond the gym. *Journal of Physical Education, Recreation, and Dance*.

September 22:

VISITATION to an elementary school program

September 27 & 29:

Student Anxiety

-Anxiety and Performance

-Effects of competition on anxiety

Insight paper #3 due September 29

Reading:

Nack, W., & Munson, L. (2000). Out of control. *Sports Illustrated* (July 24 issue).

October 4

VISITATION to community youth serving agency

October 6 & 11: - NO CLASS/FALL BREAK (Tom in Chicago & Fall break)

October 13:

Working with kids with special needs

Inclusion

Insight Paper #4 due October 13

Readings:

Heenan, J. (1994). Inclusive elementary and secondary physical education. *Journal of Physical Education, Recreation, and Dance*.

October 18 & 20:

Moral Development

-Theories of Moral Development

-Morality in the Gym & Athletic Field

-Teaching Morality

Reading:

Romance, T., Weiss, M., & Bockoven (1986). A program to promote moral development through elementary school physical education. *Journal of Teaching Physical Education*.

October 25 & 27:

Managing Classroom Behavior

-Prevention of Misbehavior

-Deal with Management Problems

-Aggressive and Abuse Behavior

-Special Programs for Arresting Violence

Reading:

Boyce, A. (1997). Inappropriate student behavior-A problem for student teachers. *Journal of Physical Education, Recreation, and Dance*.

November 1:

VISITATION to a middle school

November 3:

NASPE content standards

Assessment practices in schools

Preparing portfolio

Readings:

NASPE (2004). *Moving Into the Future*. (American Alliance for Health, P.E., Recreation, and Dance). C.V. Mosby. (Review)

November 8: Visitation to a middle school

November 10:

Promoting physical education

Developing the Teaching Portfolio

November 15 & 17: No Class—Tom in Portugal

November 22:

Technology in Physical Education

Insight paper #5 due November 10

November 24: No CLASS—THANKSGIVING

November 29:

Review for final examination

Course evaluation

December 1: CLASS (TM at Conference)

December 8: **LOGS DUE** and **FINAL EXAMINATION -- 8:00 to 11:00**