

Course Syllabus Spring 2006

1. **Course Prefix and Number:** ESS 355
2. **Course Title:** Instructional Strategies for Physical Activity Settings
3. **Prerequisites:** *Admission to Physical Education Teacher Education or the Community Youth Sport Development Concentration is required.*
4. **Instructor Information:**

Instructor: Tammy Schilling  
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Email: [taschill@uncg.edu](mailto:taschill@uncg.edu)  
Office Hours: Monday 1:30-2:30 and by appointment  
Class Meets: \*M/W 9-11:50 am  
Research Gym (HHP 248) or at designated schools  
\*See schedule for specific dates and times regarding this class and the elementary practicum.
5. **Purpose of the Course**

This course is focused on planning and organizing for teaching and observation of movement in physical activity settings. The major purposes of this course are to: (1) enhance your knowledge and ability to use effective instructional methods in physical activity settings with children and adolescents; (2) develop your ability to plan, implement, and assess learning in a quality physical activity program; and (3) instill in you a disposition toward becoming a well-prepared professional and a reflective practitioner.
6. **Teachers Academy Conceptual Framework Mission Statement**

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, schoolbased, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and, (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.
7. **Required Texts**
  1. Rink, J. E. (1998). *Teaching physical education for learning*. 3rd ed. St. Louis: Mosby.
  2. National Association for Sport and Physical Education (1995). *Moving into the future: National standards for physical education*. St. Louis: Mosby.
  3. Graham, G., Holt/Hale, S. A., & Parker, M. (2001). *Children moving: A reflective approach to teaching physical education*. Mountain View, CA: Mayfield Publishing.Readings on E-reserve
  1. Gatto, J. T. (2002). *Dumbing us down: The hidden curriculum of compulsory schooling*. British Columbia, Canada: New Society Publishers. (Chapter 1 – pp. 1-19)
8. **Learning Outcomes:** for Students (Adapted from NASPE's (1995) National Standards for Beginning Physical Education Teachers)

All of the learning experiences in this course are designed to lead to the following outcomes that

should be demonstrated at a beginning level.

1. Understand how selected physical education content and disciplinary concepts are related to the development of a physically educated person.
2. Understand how students' physical, cognitive, social, and emotional development influences their ability to learn in a physical activity setting.
3. Understand how individuals differ in their approaches to learning and how to create developmentally appropriate instruction adapted to diverse learners.
4. Understand how individual and group motivation and behavior relate to a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
5. Understand how effective verbal, nonverbal, and media communication techniques foster inquiry, collaboration, and engagement in physical activity settings.
6. Construct unit/program and lesson plans that use a variety of developmentally appropriate instructional strategies to develop physically educated learners.
7. Understand how the use of formal and informal assessment strategies can foster physical, social, cognitive, and emotional development of learners in physical activity settings.
8. Use a variety of reflection strategies to evaluate learning experiences and begin to seek opportunities to grow professionally.
9. Foster relationships with peers and instructors to support professional self-growth.

#### 10. Course Evaluation

Assignments % of grade

Autobiography (SLO 8) 10

Unit Plan (SLO 1, 2, 6, 7, 9)

Phase 1 5

Phase 2 5

Phase 3 5

Final product 10

Positive Learning Environment Project (SLO 4, 5, 8) 20

Final Exam/Project (SLO 1-4, 8) 15

Daily work (SLO 3, 4, 5, 6) 10

Professionalism (SLO 9)

Attendance/class preparation 10

Attitude toward peers, teachers, school personnel, 10

teaching, and learning experiences

**\*Important note:** If the specific standards and reflections for the teaching portfolio have not been completed or are unacceptable for any teacher education student, an Incomplete grade will be assigned for the class and an official grade will not be posted until you have met the requirements.

#### 11. Attendance Standards

Class attendance is very important to your learning in this course, and it is expected that you will make every effort to be in class every day. If you miss one day of class, it is comparable to missing a week of regular classes. In short, be here and come prepared. For each day of class missed, five points will be deducted from your final grade. ***If you have more than 2 absences, you will be dropped from the class.***

#### 12. Preparation Standards (i.e., the return of Tammy's soapbox)

Classes will be generally interactive and each individual's preparation and participation is vital to the success of this class. If you aren't prepared, you not only hinder your own learning but that of the entire group. You need to read the assignments and be prepared for discussion. You have an exciting semester ahead if you make the most of it. I will spend much time and effort in working with those of you who want to "bust out" as teachers and professionals. I will not spin my wheels trying to pull the rest of you along. So, decide whether you want to ride the train or stay at the station.

This class involves more lecture than your previous courses in the program. You are expected to remain attentive and maintain a positive attitude throughout all periods of class.

If you are really struggling (and perceive that the group is as well) because I have kept you over the time for break, the material is overwhelming, etc., then please respectfully communicate this to me and I will see what adjustments can be made.

☐ Late work policy: If you turn your work in late but on the same day the assignment was due, your work will be accepted with a 25% deduction. If it is turned in the day after the assignment was due, a 50% deduction will be in effect. Beyond this time frame, assignments will not be accepted.

☐ All written work submitted for this course must be typed (unless otherwise noted). Additionally it is expected that all work will be carefully and professionally prepared on a word processor and proofed for grammar and spelling. This relates to e-mail messages as well. You need to proof your messages to me or any other professor. Think through what you are trying to convey to the recipient of your e-mail. Do not just write something down randomly and send it without checking spelling, grammar, tone, and appropriateness.

☐ Throughout this semester, you will be visiting and volunteering at various school and community sites (both in and beyond class times). Remember that you are representing yourself, our program and department, UNCG, and all physical educators. You are expected to arrive promptly, dress and act appropriately, fulfill your duties responsibly, and be respectful to all students, teachers, and school personnel. Treating any child poorly or unfairly will not be tolerated. You need to be careful about how and what you communicate. No matter what you think, someone is likely to hear your comments or read your body language and be unappreciative of what you are communicating. Lack of professionalism in any circumstance during this semester is unacceptable and will be dealt with accordingly.

☐ You should not have your cell phone or any other electronic device out in class or when we are in schools. It is not appropriate to check your phone while you are involved in class. If there are extenuating circumstances (e.g., family emergency) and you need to have your phone, please discuss that with me prior to class.

☐ Be confident but humble. Embrace your potential and take initiative. You will have numerous opportunities this semester to learn about teaching and become a better teacher. The only person who can hold you back is yourself. As I have said before, this is neither the class nor the program for mediocrity.

☐ Take responsibility for decisions you make and consequences of your actions. Be on time and be dependable. At this point, we are beyond excuses. You are a fellow teaching professional and will be treated as one in this class. Over the past year, it has become more common for students to “drop the ball” and wait until the last minute to fulfill professional responsibilities. It is an understatement to say that this concerns me. I expect this trend to be reversed by this group this semester.

### **13. Ethical Standards**

The UNCG Academic Integrity Policy will guide all work in this course. Students are expected to read and understand the policy. Violations of the Academic Integrity Policy will be reported to the Vice Chancellor.

### **14. Important Dates**

January 13 Last day to change courses  
March 15 Last day to drop course without academic penalty  
March 13 Change over to Elementary Practicum  
May 1 and 5 Last days of class – final group meetings