

COURSE SYLLABUS FALL 2005

1. **Course Prefix and Number:** ESS 455
2. **Course Title:** Teaching Practum I: Physical Fitness for Children and Adolescents
3. **Credits:** 1:0:3
4. **Prerequisites:** ESS 355 and Admission to the Physical Education Teacher Education Program or the Community Youth Sport Development Concentration.
5. **For Whom Planned:** Undergraduate students who have been admitted to the Physical Education Teacher Education Program or Community Youth Sport Development Concentration.
6. **Instructor Information:**
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7. **Course Purpose/Catalog Description:** Practicum experiences in children's and adolescents' physical activity settings with special emphasis on designing, planning and integrating health-related physical fitness.
8. **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, school-based, 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.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:**
(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 learning outcomes that should be demonstrated during the course at an intermediate level:
 1. Understand disciplinary concepts related to fitness and how they apply to the development of a physically educated person.
 2. Understand how student's physical, cognitive, social, and emotional development influences their ability to develop and improve physical fitness.
 3. Understand how individual fitness levels differ and create developmentally appropriate instruction adapted to diverse learners.
 4. Use an understanding of individual and group motivation and behavior to create a safe learning environment for children that encourages positive social interaction, active engagement in learning, and self-motivation during fitness activities.

5. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement during fitness activities.
6. Construct lesson plans to implement a variety of developmentally appropriate instructional strategies to develop physically fit learners.
7. Understand and use formal and informal assessment strategies to foster physical, social, cognitive, and emotional development of children in fitness activities.
8. Begin to use a variety of reflection strategies to evaluate the effects of his/her actions on others (e.g., learners, peer colleagues) and seek opportunities to grow professionally.
9. Foster relationships with peers, instructors, and field-based practitioners to support learner's physical fitness.

10. Teaching Strategies: Peer teaching, lecture, problem solving, class discussion, group work, peer coaching, experimental learning.

11. Evaluation and Guidelines for Assignments:

A standard grading scale (e.g., A+ =97; A = 93-96; A- = 90-92) will be used to determine grades in ESS 455. The table below illustrates the point value and percentage value for each assignment.

Item/Activity	Point Value	Percent
Quizzes (8x7pts)	56	10
Observation	24	10
Individual Reflections (3x12)	36	10
Peer Teaching (2x15)	30	10
Field Experience (3x8)	24	20
Final Project	30	20
Exams (2x30)	60	20
Total	260	100

12. Required Text(s)/Readings/References: NASPE (2005). Physical education for lifelong fitness: *The physical best teacher's guide*. 2nd ed. Champaign, IL; Human Kinetics.

13. Topical Outline:

I. Health-related fitness for children and adolescents

- A. Benefits of exercise
- B. Cardio-respiratory fitness
- C. Muscular strength
- D. Muscular endurance
- E. Flexibility
- F. Body composition

II. Assessment of Fitness

- A. Choosing a test battery (norm vs. criterion referenced, skill vs. health-related, validity, reliability, objectivity)
- B. Comparison of test batteries (Fitnessgram, President's Challenge, Physical Best)
- C. Testing procedures
- D. Interpretation of test data

III. Developing fitness – Planning and teaching developmentally appropriate lessons

- A. The context of physical education
- B. Curriculum development for health related physical fitness
- C. Use of technology in the measurement and development of fitness (e.g., computer programs, pedometers, and heart rate monitors)

14. Preparation Standards:

Late work 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.

Throughout this semester, you will be teaching at school sites. Remember that you are representing yourself, our program and department, UNCG, and all physical educators. As with the methods class, you are expected to arrive promptly, dress and act appropriately, fulfill your duties responsibly, and be respectful to all students, teachers, and school personnel. Carefully consider what and how you communicate and present yourself. Lack of professionalism in any circumstance during the practicum is inappropriate.

You should not have your cell phone with you in the school setting. If there are extenuating circumstances (e.g., family emergency) and you need to have your phone, please discuss that with me and the respective physical education teacher at the site prior to class.

15. Requirements & Expectations:

Attendance: Students are expected to attend class regularly. Attendance will be taken each day. It is the responsibility of the student to sign-in every day. Any student missing more than 4 hours of scheduled class time due to any combination of absences or tardiness will not be eligible to pass the course.

Participation (1;2;3;4;5;6): Students are expected to participate actively in lecture/discussion, small group activities, and in every aspect of course assignments. YOUR active participation enhances everyone's learning! Active participation means: a) sharing ideas in directed group discussion, (b) engaging in critical thinking, writing and in-class discussion, and (c) participating in all web-enhanced course activities.

Readings (1;2;3): Students are expected to complete all assigned readings prior to class on the calendar date for which the reading is listed.

Knowledge Tests (1;2;6): Three exams will be administered throughout the semester.

Field Observations (4;6): Students will arrange to observe a physical education teacher for 2 classes (if you are in TE) or 60 minutes of youth physical activity in a community program (if you are CYSD). Students will complete individual and group reflection worksheets based on their observations at their selected program/event sites.

16. Other Information:

Academic Integrity Policy

Students are encouraged to review UNCG's policy on *academic integrity* and *student code of conduct* – available at

<http://saf.dept.uncg.edu/studiscp/Honor.html>

Web-Enhanced Course

ESS 455 is a web-enhanced course. This means that students are expected to check the course web-site provided in Blackboard on a regular basis. Students are also expected to learn how to use BB and all its functions before an assignment is due for ESS455. A link to a BB tutorial appears at the log in page for BB.

<https://blackboard.uncg.edu/webapps/portal/frameset.jsp>

Speaking Intensive Course

ESS 455 is a speaking intensive course. Information concerning this requirement will be presented during class. For additional information, please see

<http://www.uncg.edu/cac/SAC/About.html>

Professional Attire is expected when teaching or observing at a school. Shirts are tucked in, no sagging pants, no underwear/bra straps visible, and no hats are to be worn inside a school building. When teaching, students should wear appropriate shorts/sweat pants and shirt (plain or with UNCG or ESS logo). Torn and/or dirty/stained clothing should not be worn. Shirts with any writing other than UNCG or ESS logos are not appropriate (plain shirts are fine). If students arrive at a school wearing inappropriate clothing, they should expect to be sent home.

17. Recommended Text(s) and/or Readings:

18. Alignment with State and National Standards: See student learning outcomes, which are based on the Beginning Physical Education Teacher Standards (NASPE, 1995) and INTASC standards.