Berea College
Health And Human Performance Program

HHP 362 TEACHING AND EVALUATION IN PHYSICAL EDUCATION

INSTRUCTOR: Mr. Kelly Ambrose
OFFICE: Seabury Center Rm. 227
PHONE: EXT. 3433
OFFICE HOURS: Posted

Course Description
This course is designed for the P-12 Certification majors. The class will be divided into two parts. The first part will focus on the theory and application of various teaching strategies/methods for Physical Education. Lesson planning and curriculum design will be incorporated into the first part. The second half of the course students will be placed in a field setting where they will assist with and implement developed lesson plans. This course will contribute 32 field hours towards the required 200 hours that teaching candidates need to accumulate before their professional term.

Prerequisites: MAT 012 and completion of two major physical education courses

Required Text:

Title: Teaching in Physical Education for Learning
Author: Judith E. Rink
Edition: seventh
Publisher: McGraw Hill Higher Education
Date: 2010

NATURE OF THE COURSE CONTENT
TOPICAL OUTLINE

Part 1: Teaching
A. Understanding the instructional process
   1. Teaching physical education: an overview
   2. Learning motor skills.
   3. The learning environment
   4. Implications of content for processes
   5. Content analysis and development
   6. Planning and evaluating instruction
   7. Designing movement experiences and tasks
   8. Teaching strategies
   9. Presenting movement tasks
  10. Teacher functions during activity
B. Describing, analyzing, and interpreting the instructional process
   1. Research on teaching
   2. Observation and analysis of instruction
Upon successful completion, each student should be able to:

- Determine how the nature of teaching motor skills, the characteristics of the learner and the learning environment influence the learning/teaching process.
- Determine the implications of content (physical fitness, motor skills, and movement concepts) on the teaching process.
- Determine characteristics of developmentally appropriate activities in content planning.
- Determine the characteristics of and apply the four stages of developing games and skills.
- Plan and evaluate instruction that includes: class management, assessment, mini-teaching, et al.
- Design movement experiences and tasks (planning for specific lesson plans & mini-teaching).
- Describe and perform different teaching strategies (mini teaching).
- Present movement tasks to learning groups (mini teaching).
- Describe physical education curriculum theories & determine realistic (role of physical education in actual school setting) application of theories.
- Determine, state, and defend a personal philosophy of physical education, especially in relation to the learning/teaching process and philosophical/theory.

EVALUATION AND ATTENDANCE REQUIREMENTS

Evaluation

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/participation</td>
<td>10%</td>
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<tr>
<td>Exams/Quizzes</td>
<td>25%</td>
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<tr>
<td>Lesson plans</td>
<td>10%</td>
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<td>Unit Plan</td>
<td>10%</td>
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<tr>
<td>Personal philosophy</td>
<td>10%</td>
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<tr>
<td>Mini teaching</td>
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<tr>
<td>Assignments</td>
<td>20%</td>
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A department policy stipulates that each student must be in attendance 75% of the total number of semester class meetings. Attendance less than 75% warrants automatic failure of the course. Class attendance is expected at each class session unless a specific exception is made by prior discussion between the instructor and the student. If prior discussion did not take place, it is the responsibility of the student to speak to the instructor immediately after the missed class and within a week of the student’s return either in person, by telephone, or email. Attendance will be checked at each class session, and repeated unexcused absences will adversely affect the student’s final grade. **Students who miss class are held responsible for all of the material covered, assigned, and collected during their absence(s).**

Each student will be allowed one (1) personal day. Personal days beyond one (1) will result in a deduction of three (3) points for each and will be deducted from your final calculated grade. Two tardies (6 past the hour) will constitute one absence.

**Assignments**

All assignments are eligible for full credit only if they are turned in on time. **For each day that an assignment is late, the grade will be reduced by one-third of a letter grade.** (For example, a B- assignment turned in two days late would be assigned a C).

**Cell Phone Policy**

Cell telephones must be turned off during scheduled class time unless the student has talked to the professor prior to class. Any time a cell phone rings during class time without permission being granted or a student is caught texting, the first offense will be a verbal warning; for the next

**Hat Policy**

There will be a hat policy regarding the wearing of hats in class. The policy is that no head covering of any kind may be worn during classes held indoors. Head coverings include, but are not limited to, hats, “doo-rags,” wave cloths, visors, & so on. If you forget & wear a head covering to class, you will be asked to remove it.

**Academic Honesty**

It is assumed that all work turned in is the student’s personal work. Cheating on an exam or an assignment will lead to a “0” on that particular assignment and referral to
Plagiarism, cheating, & other forms of academic dishonesty are prohibited. Plagiarism can be defined as unintentionally or deliberately using another person’s writing or ideas as though they are one’s own. Plagiarism includes, but is not limited to, copying another individual’s work & taking credit for it, paraphrasing information from a source without proper documentation, mixing one’s own words with those of another author without credit, & downloading information from the Internet.

For the first instance of academic dishonesty, students are subject to the penalties in the Berea College Student Handbook and a “0” grade will be given for the assignment. A second instance of academic dishonesty will result in a failing grade for the course & may result in disciplinary sanctions as described in the Berea College Student Handbook.

**Grading Policy**

The Berea College Faculty adopted the following definitions of letter grades in the spring of 2003. Note that the weights of plus and minus grades for the computation of GPA have changed. I WILL assign the plus or minus distinction to your grade in PED 205.

Achievement in courses at Berea College is recorded by grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, U, SC, P, CP and I. The definitions of letter grades adopted by the College Faculty in 2003 follow:

- **A/A-**: These grades signify consistently outstanding achievement in all aspects of the course.

- **B+/B/B-**: These grades reflect work of good to very good quality. Work at this level often has outstanding characteristics but is not as consistent throughout the term or in all aspects of the course as required of “A” or “A-“ work.
C+/C: These grades denote that the student has attained an acceptable level of competence. The student has demonstrated a basic understanding of the course material and abilities sufficient to proceed to more advanced courses in the area.

C-/D+/D/D-: These grades indicate work that is minimally adequate. These grades raise serious concerns about the readiness of a student to continue in related coursework.

F: This grade represents work that is unsatisfactory and unworthy of credit.

Grade Point Average: For purposes of computing the Grade Point Average (GPA), the following weights are used: A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D- = 0.7, and F=0.

Berea College will provide reasonable accommodations for all persons with disabilities so that learning experiences are accessible. If you experience physical or academic barriers based on disability, please see Lisa Ladanyi (Disability & Accessibility Services, 110 Lincoln Hall, 985-3327, lisa.ladanyi@berea.edu) to discuss options. Students must provide their instructor(s) with an accommodation letter before any accommodations will be provided. Accommodations are not provided retroactively. Please meet with your instructor(s) in a confidential environment to discuss arrangements for these accommodations.

This class also helps to cover the following Interstate Teacher Assessment and Support Consortium (InTASC) standards:
Standard 1: Learner Development
Standard 2: Learning Differences
Standard 3: Learning Environments
Standard 4: Content Knowledge
Standard 5: Application of Content
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies
Standard 9: Professional Learning and Ethical Practice
Standard 10: Leadership and Collaboration