

MAYVILLE STATE UNIVERSITY

HPER 370: Fitness/Sport Teaching Techniques

Semester Hours: 3

Fall/2018

Instructor Name and Contact Information:	Scott Parker
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Office:	FH 129
Instruction Mode:	on-campus face to- face
Meeting Times and Location:	MWF 11:00, FH 111
Office Hours:	8-4 M-F: See office schedule for specifics

Course Description

A course designed to provide knowledge and skills needed to develop, implement and teach a concept-based fitness program within a physical education program. The student will learn to incorporate health-related fitness and lifetime physical activity into physical education programs. The SHAPE AMERICA Physical Best program will be studied. Students will have the opportunity to earn a Physical Best Specialist Certification. Practical applications of teaching skills and methods involved in various team, individual sports and fitness will be incorporated through peer teaching.

Purpose of the Course

This course will help students understand the need for quality skill instruction in sport activities and in fitness. The students will learn activities and strategies designed to help them implement skills in a physical education, fitness & wellness setting. Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for people of all ages.

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Moodle document 'Conceptual Framework.'

Course Objectives

Students who successfully complete the requirements of this course will have a good working knowledge of the following:

1. The ability to analyze and teach basic skills in various individual, dual and team sports. (INTASC 1,2,3,4,6)
2. The ability to determine appropriate skill rubrics and tests for various individual, dual and team sports. (INTASC 3,4,6)
3. The ability to define fitness and how to incorporate fitness into every unit. (INTASC 4,7)
4. The ability to administer fitness tests: fitness gram, physical best, etc. (INTASC 4,7,8)
5. The ability to develop a yearly plan for a physical education class. (INTASC 4,7,8)
6. The ability to develop a unit plan to be used in a physical education class.(INTASC 4,7,8)
7. Establishing discipline, warm up activities, lead up games and rainy day activities to a specific sports unit.(INTASC 2,2,4,5)

8. How to establish a physical education program within your school that is interesting and meaningful with emphasis on life-long activities (INTASC 2,5).
9. Use micro-teaching techniques in practicing how to teach an activity class to high school students and how to administer fitness tests to the students.(INTASC 9,10)
10. Will learn a variety of teaching skills by watching and participating in a structured physical education class that is prepared and taught by their colleagues in a micro-teaching situation.(INTASC 9,10)

Program Student Learning Outcomes (SLOs) Addressed in This Course

The Academic Program Student Learning Outcomes document can be found in your Moodle course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing.

Course Improvements Based on Most Recent Assessment Findings

This course will be assessed in the future and the findings will be reported in this syllabus.

Required/Recommended Materials

4 books: **(ALL 4 BOOKS ARE REQUIRED) We will use all 4!!**

Physical Education for Lifelong Fitness by NASPE

Physical Best Activity Guide, Middle & High School by NASPE

Fitness Gram / Activity Gram, Test Administration Manual, by the Cooper Institute

SPARK: The revolutionary new science of exercise and the brain. By John Ratey

Instructional Strategies

A list of strategies that will be used in the course for learning. For example:

- Discussion forums
- Reflective Research Reviews
- Written and Oral Communication
- Exams
- Peer Teaching

Learning Experiences

- Read all assignments prior to class, including chapters as noted, research articles, etc.
- Assignments will be given via the Detailed Schedule OR in class. Submit all assignments in Blackboard on designated due dates.
- Grading of assignments shall be complete within 1 week of due dates. If there is a change to this policy students will be notified through email.

Instructional Technologies Utilized in this Course

- Blackboard
- Skype for Business
- Tegrity
- IVN
- Atomic Learning

Expectations/Protocols

- All sources must be documented use APA protocols
- Assignments will be turned in using Blackboard.
- Computers will be brought to class every period
- Students will participate in classroom discussions and/or online discussions

Instructor/Student Communication

Please contact me via text between the hours of 8:00 am and 3:00 pm.

Students are accountable for all academic communications sent to their Mayville State University e-mail address.

If you contact me via text between the hours of 7:00 am and 3:00 pm, you can expect a response within 6 hours. Contact occurring via email may take longer. I may not respond to communication that occurs outside of the times mentioned until the next 12-hour cycle of availability begins. Any exceptions to this will be posted in Moodle Announcements.

Method of Evaluation/Grading

- Practice teaching to your peers.
 - a. Unit Plan
 - b. Lesson Plan
 - Fitness Presentation
 - Quizzes
 - Attendance
 - Attending class is mandatory. Please inform the instructor prior to any excused absences that might occur.
 - **Three (3)** unexcused absents lowers your grade: A to B; B to C etc.
 - **Physical Best Certification National test (2-3 hour test)**
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- Grading Scale:
 - A = 90%
 - B = 80%
 - C = 70%
 - D = 60%
 - F = below 60%
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- Points and/or grades may be awarded for any/all work assigned and submitted.
 - A quiz may be given at any time.
 - Tests and quizzes may not be made up if absence is unexcused and prior arrangements are not made for make up in case of an excused absence.
 - Any and all work submitted must be of upper level college quality to be acceptable for grading.
 - **Leaving early will not be acceptable unless it is a school sponsored event!! If you leave early and miss the final day it will be a 0. I will not allow it to be taken early or late!!**

- Example of unexcused absence for final exam:
 - Bought a plane ticket for that date, my ride is leaving, I want to go home early.
- Example of excused absence:
 - Death, Baseball/Softball play-offs.

NOTES: Students must dress to participate in whatever activity is being taught during the micro-teaching sessions. **TENNIS SHOES ARE A MUST!!!!** **If you do not wear correct attire for class you will not be allowed to be in class.**

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information

In the Moodle course, you will find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement