EDCI 42900 Methods of Teaching Physical Education in Secondary Schools
Fall Semester 2014

Instructor: Dr. Blankenship
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Course Days/Time: M 12:30-1:20 pm (LAWS B134); TR 12:30-2:30 (Lambert Lab & gym)
Office Hours: MW 1:30-3:00 or by appointment (please call or e-mail)
Credit Hours: 3

Course Description:
Application of instructional concepts and strategies in physical education field experience setting.

Required Readings:
Other assignments & readings will be posted on Blackboard – you are responsible for checking Blackboard regularly!!!!

Course Objectives:
At the completion of this course, the student will be able to:
1. select an appropriate instructional model for a teaching situation.
2. correctly implement an instructional model for a unit of instruction.
3. create a unit of instruction using an instructional model and considering all relevant contextual factors.
4. determine the impact of one’s teaching on student learning.
5. Write developmentally appropriate lesson plans that utilize an instructional model and focus on student learning.
6. Reflect on one’s teaching in order to enhance student learning.
7. Become knowledgeable about professional organizations and websites related to physical education.
8. Demonstrate professional behaviors related to physical education and teaching.

Course Requirements:
    Readings: Because a seminar format will be used for part of the class, it is absolutely necessary that class readings be read and read on time. In addition, any outside assignments that will be discussed in class must be completed at the scheduled time.
    Class participation: For the class to be successful and INTERESTING, everyone involved must contribute. This includes preparing for class by completing the reading materials and daily assignments on time, attending class, coming to class on time, participating in class discussions, and staying the entire class time.

Course Policies:
    Academic Honesty Policy: Students who engage in actions which constitute misconduct will be dealt with in accordance with Purdue University policy. Misconduct includes “Dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty. The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (Part 5, Section II-B-2-a, University Regulations).
    Classroom Conduct: Students at Purdue University are expected at all times to be in compliance with the Campus Code of Conduct. Failure to abide with this code will not be tolerated. Examples of inappropriate classroom behavior include behaviors that threaten, harass, intimidate, or discriminate against others. Students
who engage in such behavior will be asked to leave the class immediately and will receive no credit for attendance or in-class activities for the day. The student must then meet with the instructor prior to attending the next class. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action. Vulgar, abusive, or offensive language self- or other-directed will not be tolerated in this course. Use of such language may result in your being asked to leave the class for the day. Students who are asked to leave class will receive zero attendance and participation points for the day.

Students are expected to act as professional members of the learning community. That stated, students should not partake in any activities in class that draw attention away from learning and/or cause disturbance (i.e., talking on a cell phone, texting during class, passing notes, excessive socializing, sleeping, etc.). If students have to be habitually reminded to remain on task they will be asked to leave the classroom in which case they will have to schedule a meeting with the instructor prior to attending the next class.

****NOTE: All cell phones, pagers, & other electronic devices will be turned off during class.

**Professional Dispositions.** If a student behaves inappropriately in class or exhibits behavior not becoming of a teacher preparation candidate, the instructor may take action by completing the Professional Dispositions Assessment Form. The process through which this form is used is found at http://www.teach.purdue.edu/faculty_staff/pdf/2010-2011/Disposition%20Process2011-12.pdf. Students should review this document so they know the types of behaviors that are expected and not appropriate for teacher candidates, and potential consequences of such actions.

**Attendance:** According to Purdue University, “Students are expected to be present for every meeting for the classes in which they are enrolled.” Moreover, “Only the instructor can excuse a student from classes or course responsibilities.” When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student. For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. For more information please see the University Regulations Handbook http://www.purdue.edu/univregs/pages/ac_regs_pro/classes.html

Documentation should be presented to verify an excused absence; decisions about whether an absence is excused or unexcused are the decisions of the instructor. The documentation must be turned in to your instructor within one week of the absence in order for it to be accepted. One unexcused absence is permitted. Each and every unexcused absence thereafter will result in a 5- percentage point reduction of the student’s final grade. For instance, if a student earned a 90% (A) in the class but was absent twice (unexcused), he/she would receive an 85% (B) for a final grade. If a student earned a 90% (A) in the class but has four unexcused absences in the class, he/she would receive a 75% for a final grade. Whether excused or unexcused, all materials distributed, information discussed, and assignments due on the missed day are the responsibility of the absent student. If it is an unexcused absence, any assignments due on that date will earn a grade of 0. IF YOU MISS MORE THAN 5 MINUTES OF CLASS (for example, late, leave early), THIS COUNTS AS AN ABSENCE (the instructor will determine if it is excused or unexcused). If you arrive at class 1-5 minutes after class begins and the instructor has already taken attendance, you must see the instructor after class to make sure she has noted that you are present.

**In Case of a Major Campus Emergency:** In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: Blackboard, my email address bblanke@purdue.edu or my cell phone (765-430-4522).

**Dress:** Some lab classes may be held in the gym. On those days, students are required to wear shoes and suitable clothing that allow for SAFE, maximum participation. The use of hats and gum should be avoided for all classes, while jewelry, jeans, spandex materials, and cargo or low-rise attire should not be worn to lab classes. **Proper attire must be worn when working in the schools!!!! Absolutely no jeans are ever allowed, regardless of school policy!!!!!**

**Course Assignments:**
**Unit Plan:** You will work with two other people in the class (of your choice) to develop a unit of instruction in which you consider the contextual factors for a particular school district that can influence your instruction. The unit plan will also include: goals & objectives, block plan, assessments, resources, and technology. **Due October 10 by 4:00 pm.**

**Lesson Plans:** You will write a lesson plan for every one of the 15 lessons you teach in your school. You will give these lesson plans to your cooperating teacher and turn them in to Dr. B. **These are due on the Monday before you teach (no later than 4:00 pm).** These lesson plans will be randomly graded by Dr. B.

**Reflections:** For 3 of the 15 lessons you will teach in the school, you will complete a written reflection. One of these written reflections MUST be of the lesson you videotaped. **These are due on the Monday after you teach (no later than 4:00 pm). You should turn in your last reflection no later than Monday, November 10.**

**Student Learning Assignment:** For one class, you will complete an assessment of student learning while using one instructional model. The content on which you are assessing the students must have been taught by you a minimum of 4 class periods using an instructional model other than direct instruction. **Due no later than December 5 by 4:00 pm.**

**Video Observations:** You will borrow a videocamera, tripod, and remote microphone and videotape yourself teaching one lesson (using an instructional model other than direct instruction). You will then watch this lesson by yourself and complete one of the written reflections & several forms. **This should be completed no later than November 10.**

**Teaching Performance:** At least one of your teaching performances (one lesson that you teach) will be assessed by Dr. B. It may be a lesson that is recorded or it may be live.

**Fitnessgram:** You will complete the Fitnessgram test one of the first weeks of class. You will be tested on 5 elements: Pacer, Curlups, Pushups, Backsaver Sit-and-reach, and Body Composition. Your goal is to reach the healthy fitness zone (HFZ) for your gender/age on each item (Target/Acceptable = meet the HFZ; for backsaver sit-and-reach, must reach HFZ on right and left sides). (Note: You will be retested on these elements at the start of your student teaching semester).

**Grading Scale:**

- A = 93-100%
- A- = 90-92.9%
- B+ = 87-89.9%
- B = 83-86.9%
- B- = 80-82.9%
- C+ = 77-79.9%
- C = 73-76.9%
- C- = 70-72.9%
- D+ = 67-69.9%
- D = 63-66.9%
- D- = 60-62.9%
- F = Below 60%

**Grading:**

- Unit Plan 25%
- Lesson Plans 15%
- Reflections (3) 15%
- Student Learning Assignment 20%
- Videotaping of Lesson/completion of forms 5%
- Evaluation by cooperating teacher 5%
- Achievement of competency on Fitnessgram 5%
- Teaching Performance 5%
- Daily assignments 5%

***NOTE:*** You must earn a C- or better in this course in order to pass this course according to teacher education requirements, and in order to proceed to student teaching.
### Very Tentative Schedule of Classes**

<table>
<thead>
<tr>
<th>Class #</th>
<th>Day &amp; Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon, 8-25</td>
<td>Course introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tues, 8-26</td>
<td>Fitnessgram testing</td>
<td>Come dressed to complete Fitnessgram test; wear working HR monitor</td>
</tr>
<tr>
<td>3</td>
<td>Thurs, 8-28</td>
<td>Instructional models – what are they? Advantages, selection process; Unit planning</td>
<td>Chapters 1 &amp; 2 &amp; 6; IMs &amp; Standards from BB; pp 54-56, unit plan handouts</td>
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<tr>
<td></td>
<td>Mon, 9-1</td>
<td>Labor Day – No class!</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tues, 9-2</td>
<td>Review peer teaching &amp; Tactical IMs</td>
<td>Chp 12 &amp; 14; peer teaching &amp; tactical benchmarks sheets</td>
</tr>
<tr>
<td>5</td>
<td>Thurs, 9-4</td>
<td>Review inquiry &amp; PSI IM</td>
<td>Ch 13 &amp; 9; inquiry &amp; PSI benchmarks sheets</td>
</tr>
<tr>
<td>6</td>
<td>Mon, 9-8</td>
<td>Review lesson planning &amp; reflections</td>
<td>Chp 6; lesson plan handout &amp; Reflections handout</td>
</tr>
<tr>
<td>7</td>
<td>Tues, 9-9</td>
<td>Review cooperative learning &amp; sport ed IM</td>
<td>Ch 10 &amp; 11; Coop Lg &amp; sport ed benchmarks sheets</td>
</tr>
<tr>
<td>8</td>
<td>Thurs, 9-11</td>
<td>Review student learning assignment</td>
<td>Ch 7; Student learning asst handout</td>
</tr>
<tr>
<td>9</td>
<td>Mon, 9-15</td>
<td>Prep for teaching</td>
<td></td>
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<tr>
<td>10</td>
<td>Mon, 9-22</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mon, 9-29</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mon, 10-6</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mon, 10-13</td>
<td>Fall Break! No Class!</td>
<td></td>
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<tr>
<td>14</td>
<td>Mon, 10-20</td>
<td>TBA</td>
<td></td>
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<tr>
<td>15</td>
<td>Mon, 10-27</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Mon, 11-10</td>
<td>TBA</td>
<td>Last reflection due &amp; video observation &amp; forms due</td>
</tr>
<tr>
<td>17</td>
<td>Mon, 11-17</td>
<td>TBA</td>
<td></td>
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<tr>
<td>18</td>
<td>Mon 11-24</td>
<td>TBA</td>
<td></td>
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<tr>
<td>19</td>
<td>Mon 12-1</td>
<td>TBA</td>
<td>Dec 5 – Student Learning Asst due</td>
</tr>
<tr>
<td>20</td>
<td>Mon, 12-8</td>
<td>Prep for student teaching (DeHaven)</td>
<td></td>
</tr>
</tbody>
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**Instructor reserves the right to modify this schedule according to student needs.