

Course Syllabus

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Course Information

	<p>Department of Kinesiology</p> <p>KIN3008 - Methods of Teaching Physical Education</p> <p>3 Units</p>
<p>Fall, 2023</p>	

Instructor Contact Information

<p>Meeting days: Monday/Wednesday/Friday</p>	<p>Ann Davis, M.Ed., Assistant Professor</p>
<p>Meeting times: 7:25 a.m. - 8:20 a.m.</p>	<p>Phone: 619-889-7738</p>
<p>Meeting location: Kinesiology Classroom 2 (KIN 2)</p>	<p>Email: anndavis@pointloma.edu</p>
<p>Final: TBA</p>	<p>Office Hours:</p>

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION



Development of competencies in teaching motor skills, social skills, and fitness through games, sports, and movement experiences. Organization of teaching units, classroom management, and selection of methods and materials for pre-school through middle school grade levels.

IDEA OBJECTIVES:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply course material (to improve thinking, problem solving, and decisions)

STUDENT LEARNING OUTCOMES:

1. The student will understand the philosophy, principles and standards that guide the program of physical education in the preschool, elementary and middle school.
2. The student will be able to evaluate activities that should be included in the program in order that preschool, elementary and middle school students may derive the maximum value from their experience in physical education.
3. The student will be provided opportunities for participating in and teaching movement exploration activities, fundamental motor skills, games, team sports, and dance for the purpose of developing a practical knowledge of the basic skills of performance, organization and leadership.
4. The student will become acquainted with and utilize resource materials in the field of physical education.
5. The student will utilize critical thinking skills as he/she learns about past, current, and future issues in the preschool, elementary, and middle school physical education programs.
6. The student will gain an understanding of the nature of the learner through observation and practical application of the principles studied.
7. The student will recognize individual differences such as gender, race, culture, ability, or disability and their relevance in a physical education program.
8. The student will understand the roll of the teacher in the preschool, elementary, and middle school physical education programs
9. The student will demonstrate fluency with the elements of dance such as space, time, levels, and force/energy, and will be able to identify and explain styles of dance from a variety of times, place, and cultures.
10. The student will describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages.
11. The student will understand the significance of cultural and historical influences on games, sports, dance, and other physical activities.




REQUIRED TEXTS AND MATERIALS

- **Pangrazi, R.P. *Dynamic Physical Education for Elementary School Children.* (16-18th ed.). San Francisco: Benjamin Cummings.**



- **Pangrazi, R.P. *Curriculum Guide: Lesson Plans for Dynamic Physical Education for Elementary School Children. (16-18th ed.)*. San Francisco: Benjamin Cummings. If this is available as an ebook, that works too!**

Other required materials:

1. Sign up for [GOPHER PE Huddle blogs](https://www.gophersport.com/blog/the-pe-huddle/%C2%A0)  (<https://www.gophersport.com/blog/the-pe-huddle/%C2%A0>)
2. Sign up for [DynamicPEASAP](https://www.dynamicpeasap.com/video-series)  (<https://www.dynamicpeasap.com/video-series>) lesson planning video series.
3. **Also you will need memory for up to 50 min of video on your phone for videoing yourself "teaching" your mini lessons.**
4. [Visual and Performing Arts Framework](https://www.cde.ca.gov/ci/vp/cf/)  (<https://www.cde.ca.gov/ci/vp/cf/>) and Student Content Standards.
5. 3 x 5 cards for lesson plan notes, etc.
6. One skein of 3-ply yarn for making 4 to 5 yarn balls.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

COURSE SCHEDULE AND ASSIGNMENTS

Attendance will be expected during all live (Zoom) meetings as it is essential to optimum academic achievement. Please inform me in advance if you have special circumstances or conflicts during assigned live meetings.

Quizzes will be given covering video lectures.

ASSIGNMENTS: Unless otherwise specified, each assignment is to be word processed (12 font only) on 8 ½ x 11 paper and is to be turned in on the date due. Assignments received late will not receive full credit.


Assignment #1 – Keep a daily **Activity Log** of your physical activity for 3 weeks. Use handout provided. Write a 2-3 paragraph reflection paper related to the following questions: 1) Is YOUR level of activity sufficient to maintain a healthy level of fitness? 2) How is YOUR level of fitness going to impact the students you will be teaching? 3) What can you do to enhance your credibility among your students? **(30 pts)**



Assignment #2 – **In-class teaching assignments (practicals) Refer to Grading/assessments below)** You will be assigned 5 mini lessons and 1 full 50 minute "major lesson" that you will teach your class. You will turn in a lesson plan for each activity that you will teach (*lessons to include locom*



skills, physical fitness, dance, games and sports, cooperation and competition, responsible social behavior, cultural and historical influences, adaptations for special needs). This should follow the format in Pangrazi's Lesson Plan Curriculum Guide Book which we will go over in class. A template for the lesson plan will be provided. Include footnotes and bibliography as appropriate. Keep a copy or save for your portfolio. One week prior to your final major lesson you must make an appointment with me via Zoom to go over your preliminary draft of your lesson plan. Due as assigned. **Mini lessons 10 pts each, major lesson 50 pts**

An important part of teaching a lesson is an evaluation by both peers and the professor. Rubrics will be distributed for your major lesson. Clarity, honesty, and proper feedback are a professional responsibility, and not to be taken lightly. **(5 pts for each evaluation completed. Total points will depend on how many students are in the class.)**


Assignment #3 - Read 2 current journal articles which relate to the teaching of physical education to children. Cite the article(s), referencing the areas of importance to you, then write a 1-2 paragraph critique-include bibliography. **40 pts (20 per article)** *Suggested Journals and Periodicals: Journal of Physical Education, Recreation and Dance, Strategies, Teaching Elementary Physical Education, Young Children (National Assn. For Education of Young Children), Johperd, Not acceptable: Reader's Digest, Sports Illustrated, Prevention, Vogue, Shape, Self, Etc.* For Web sites try: [The American Heart Association](https://www.heart.org/) . Articles read should be at least two pages in length.

Assignment #4 – Write 1 Video review –View [HBO Weight of the Nation Part 3](https://www.youtube.com/watch?v=T24B6T-hp0E)  [\(https://www.youtube.com/watch?v=T24B6T-hp0E\)](https://www.youtube.com/watch?v=T24B6T-hp0E). OR **"Healthy Students = Strong Learners"**.  [\(https://www.youtube.com/watch?v=2wthGm4_WtE\)](https://www.youtube.com/watch?v=2wthGm4_WtE)



[\(https://www.youtube.com/watch?v=2wthGm4_WtE\)](https://www.youtube.com/watch?v=2wthGm4_WtE)


Write a one-page review of the video, reflect on the information and what as a future teacher you might do to help address these issues. **(20 pts)**


Assignment #5 You are required to sign up to receive [Gopher PE Huddle Podcasts](https://www.gophersport.com/blog/the-pe-huddle/)  [\(https://www.gophersport.com/blog/the-pe-huddle/\)](https://www.gophersport.com/blog/the-pe-huddle/). Please click on the link, sign up to receive emails from this site. Every 2 weeks Dr. Pangrazi is holding recorded podcasts on the updates of PE and how teachers across the US are dealing with and incorporating wonderful options and ideas to make Physical Education a vital part of the curriculum. You will be viewing several of the recorded podcasts and post on our Discussion board as assigned. Instructions will be given for each podcast. **10 pts each for total - TBA pts. Ongoing Discussion Boards Due dates posted in weekly agenda.**



Assignment #6: Integrating Mechanical Principles. Read pages 47-49 Chapter 3 from our text. Answer the questions provided on handout in Canvas and submit online. (5 pts)

Assignment #7: Reading Graphic Organizer. Read pages 77-100 in Chapter 5 from our text. List 5 “A-Ha” Key points, insights of concepts and how you might apply these concepts in your teaching practice. RGO and detailed instructions provided in Canvas. (5 pts) This will be an in-class group assignment.

Assignment #8: Textbook Chapter 19 readings & **VAPA Framework Standard 3.0** levels pre-k-6 grade: “*Understanding the Historical Contributions and Cultural Dimensions of Dance*”. VAPA link: <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>  [\(https://www.cde.ca.gov/ci/vp/cf/documents/artswdance.docx\)](https://www.cde.ca.gov/ci/vp/cf/documents/artswdance.docx) RGO link and details for this assignment provided in Canvas. (5 pts)

Assignment #9: Making PE Equipment on a Budget. Read Chapter 10 “Facilities, Equipment and Supplies” in our text. Then view [Professor Davis’ video](https://youtu.be/Hcx5lhAn_RM)  [\(https://youtu.be/Hcx5lhAn_RM\)](https://youtu.be/Hcx5lhAn_RM). Choose a piece of equipment that can be used to teach a skill or sport.

ASSESSMENT AND GRADING

Assignments and Points

Activity Log	30 pts
Lesson planning/Teaching	150 pts
Fundamental Motor Skills (Cha 16 - 10pts)	
Movement Themes (Cha 15 – 10 pts)	
Manipulatives (Cha 17 – 10 pts)	
Body management (Cha 18 – 10 pts) TBA!	
Games Skills (Cha 22 - 10 pts)	
Major full 55 min lesson (Cha 19-30) – 1 @ 50 pts)	
Evaluation of peers' major lesson – 5 pts ea	TBA
Self Evaluation/reflection paper	2 pts



Journal Articles 2 @ 20 pts	40 pts
Video Review	20 pts
Discussion: GOPHER PE Huddle Podcast 6 @ 10 pts ea	TBA
Group Discussion/RGOs/Reading 3 @ 5 pts ea.	15 pts
Final	TBA
TOTAL	TBA

*Attendance: Is required. You are given 3 absences, but grade can be affected if you exceed the allowed 3. (Pending COVID-19 restrictions and online protocol)

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or co



as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies \(http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu (<mailto:EAC@pointloma.edu>) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies \(http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.



SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development \(https://www.pointloma.edu/offices/spiritual-development\)](https://www.pointloma.edu/offices/spiritual-development).

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements \(https://help.pointloma.edu/TDCClient/1808/Portal/KB/ArticleDet?ID=108349\)](https://help.pointloma.edu/TDCClient/1808/Portal/KB/ArticleDet?ID=108349) information.







Use of AI is not allowed at this time.



















Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSIGNMENTS AT-A-GLANCE




















The table below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:



















Date	Details	Due
Fri Sep 1, 2023	 Chapter 1 Quiz (https://canvas.pointloma.edu/courses/68931/assignments/954219)	due by 11:59pm
	 WK 1 Assignment: Complete Exercise Consent Form (https://canvas.pointloma.edu/courses/68931/assignments/954241)	due by 11:59pm
Thu Sep 7, 2023	 Chapter 2 Quiz (https://canvas.pointloma.edu/courses/68931/assignments/954220)	due by 11:59pm
Fri Sep 8, 2023	 WK 2 Learning Styles Questionnaire (https://canvas.pointloma.edu/courses/68931/assignments/954256)	due by 11:59pm
Wed Sep 13, 2023	 Chapter 3 Quiz (https://canvas.pointloma.edu/courses/68931/assignments/954218)	due by 

Date	Details	Due
		
	 Dynamic PE ASAP - Teachers Who Make a Difference https://canvas.pointloma.edu/courses/68931/assignments/954229	due by 11:59pm
		
Fri Sep 15, 2023	 Read/Reflect: Biomechanics and Principles https://canvas.pointloma.edu/courses/68931/assignments/954236	due by 11:59pm
		
	 WK 4 Activity Log and Reflection https://canvas.pointloma.edu/courses/68931/assignments/954237	due by 11:59pm
		
Fri Sep 22, 2023	 WK 4 Chapter 4 Outline https://canvas.pointloma.edu/courses/68931/assignments/954258	due by 11:59pm
		
	 4 pt Lesson Plan Video (Pangrazi) https://canvas.pointloma.edu/courses/68931/assignments/954224	
		
	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/68931/assignments/954222	
		
	 Assign. #4 Video Review https://canvas.pointloma.edu/courses/68931/assignments/954225	
		
	 Chapter 11 Quiz https://canvas.pointloma.edu/courses/68931/assignments/954221	
		
	 COVID-19 Preparedness https://canvas.pointloma.edu/courses/68931/assignments/954226	




















Date	Details	Due
	 <hr/>	
	 Dr. Pangrazi: Manipulative skills (https://canvas.pointloma.edu/courses/68931/assignments/954228) 	
	 Dynamic PE ASAP Podcast (https://canvas.pointloma.edu/courses/68931/assignments/954230) 	
	 Here is recorded GOPHER Podcast with Dr. Pangrazi! (https://canvas.pointloma.edu/courses/68931/assignments/954231) 	
	 Make up from WK 9 Lesson #4 Teaching Games/Closing Activities (https://canvas.pointloma.edu/courses/68931/assignments/954232) 	
	 Mid-Course Survey (https://canvas.pointloma.edu/courses/68931/assignments/954223) 	
	 Pangrazi video "Search & Rescue" (https://canvas.pointloma.edu/courses/68931/assignments/954234) 	
	 Partner Major Lessons (https://canvas.pointloma.edu/courses/68931/assignments/954235) 	
	 PE Huddle podcast (https://canvas.pointloma.edu/courses/68931/assignments/954233) 	
	 Peer Evaluations (https://canvas.pointloma.edu/courses/68931/assignments/954236) 	



















Date	Details	Due
	 Peer Evaluations for Major Lessons (https://canvas.pointloma.edu/courses/68931/assignments/954237) 	
	 Self-Reflection (https://canvas.pointloma.edu/courses/68931/assignments/954239) 	
	 Situational Legal Examples Assignment (https://canvas.pointloma.edu/courses/68931/assignments/954240) 	
	 WK 10 Major Lesson Sign Up (https://canvas.pointloma.edu/courses/68931/assignments/954242) 	
	 WK 10 RGO VAPA & Ch. 19 (https://canvas.pointloma.edu/courses/68931/assignments/954243) 	
	 WK 10 Watch "Managing Students" video (https://canvas.pointloma.edu/courses/68931/assignments/954244) 	
	 WK 11 Chapter 6 outline (https://canvas.pointloma.edu/courses/68931/assignments/954245) 	
	 WK 11 Journal Articles (Syllabus Assignment #3) (https://canvas.pointloma.edu/courses/68931/assignments/954246) 	
	 WK 11 Lesson Plan - Major Lesson - RUBRIC (https://canvas.pointloma.edu/courses/68931/assignments/954247) 	



Date	Details	Due
	<p> <u>WK 11 PE Huddle Podcast with Dr. Pangrazi</u> (https://canvas.pointloma.edu/courses/68931/assignments/954248)</p> <p></p>	
	<p> <u>WK 11 Video</u> (https://canvas.pointloma.edu/courses/68931/assignments/954249)</p> <p></p>	
	<p> <u>WK 12 (Syllabus-Assignment #4) Video Review</u> (https://canvas.pointloma.edu/courses/68931/assignments/954250)</p> <p></p>	
	<p> <u>WK 12 Lesson #5 Teaching Body Management Skills</u> (https://canvas.pointloma.edu/courses/68931/assignments/954251)</p> <p></p>	
	<p> <u>WK 12 PE Huddle Podcast: An Administrator's Perspective</u> (https://canvas.pointloma.edu/courses/68931/assignments/954252)</p> <p></p>	
	<p> <u>WK 13 PEASAP Understanding the Curriculum Videos</u> (https://canvas.pointloma.edu/courses/68931/assignments/954253)</p> <p></p>	
	<p> <u>WK 13 PEHuddle Podcast</u> (https://canvas.pointloma.edu/courses/68931/assignments/954254)</p> <p></p>	
	<p> <u>WK 14 Final Lesson Plan</u> (https://canvas.pointloma.edu/courses/68931/assignments/954255)</p> <p></p>	
	<p> <u>WK 4 & 5 Lesson #1: Cha 16 Teaching Schedule Fundamental Motor Skills</u></p>	



Date	Details	Due
	<p>(https://canvas.pointloma.edu/courses/68931/assignments/954260)</p> 	
	<p> WK 4 Monday - RGO Chapter 5 (https://canvas.pointloma.edu/courses/68931/assignments/954259)</p> 	
	<p> WK 6 Wed & Fri Oct. 4 & 6 Lesson #2: Teaching Movement Themes Submit rough draft on 10/3! (https://canvas.pointloma.edu/courses/68931/assignments/954261)</p> 	
	<p> WK 7 PE Huddle article/response (https://canvas.pointloma.edu/courses/68931/assignments/954262)</p> 	
	<p> WK 7 Wed Oct. 15 -Integrating Academic Content Assignment (https://canvas.pointloma.edu/courses/68931/assignments/954263)</p> 	
	<p> WK 8 - Oct. 18 & 25 -Lesson #3 Teaching Manipulatives Schedule - Chapter 17 (https://canvas.pointloma.edu/courses/68931/assignments/954264)</p> 	
	<p> WK 8 Adaptations Video (https://canvas.pointloma.edu/courses/68931/assignments/954265)</p> 	
	<p> WK 8 Video Lecture Quiz Chapter 7 (https://canvas.pointloma.edu/courses/68931/assignments/954217)</p> 	
	<p> WK 8 Video: Schools Demonstrating APE</p>	



Date	Details	Due
	https://canvas.pointloma.edu/courses/68931/assignments/954266 	

