Term Information

Effective Term: Summer 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Update course description to include that "travel to an off-site school is required for part of the term, because of this it is not recommended to schedule a class at least 30 minutes prior to allow for travel."

What is the rationale for the proposed change(s)?
To enable students to make decisions regarding travel time based on a more transparent course description.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
none

Is approval of the request contingent upon the approval of other course or curricular program request? No
Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Kinesiology:Physical Education
Fiscal Unit/Academic Org: Department of Human Sciences - D1254
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 2601
Course Title: Teaching Physical Education, Leisure and Exercise
Transcript Abbreviation: Teach PE, Leis, Ex
Course Description: Designed to teach effective pedagogical and managerial skills for school, recreation and exercise settings. Travel to an off-site school is required for part of the term, because of this it is not recommended to schedule a class at least 30 minutes prior to allow for travel.
Previous Value: Designed to teach effective pedagogical and managerial skills for school, recreation and exercise settings.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Not open to students with credit for EduPAES 601.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.1314
Subsidy Level
Baccalaureate Course
Intended Rank
Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• 1. Develop and maintain an orderly and supportive learning environment in a variety of settings;
• 2. Design and implement challenging instruction and learning experiences that allow for successful participation across a range of skill levels and diverse populations;
• 3. Design instructional materials using media/technology resources and deliver that instruction using the appropriate formats.
• 4. Develop skills in systematic observation and reflection of teaching to promote analysis of behavior (both of the teacher and the pupil) in many different contexts.
• 5. Develop a sense of personal philosophy and vision as a physical education teacher.

Previous Value

Content Topic List
• In the semester course more time will be allocated to pedagogy in physical education.
• Additional topics added include helping students learn, what makes an effective PE teacher, and student attitudes toward exercise.
• Class management
• Content knowledge
• Curriculum development

Attachments

• KNPE 2601 AU 2013 syllabus.docx: KNPE 2601 AU13 syllabus

(Syllabus. Owner: Odum,Sarah A.)

Comments
## Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Odum, Sarah A.</td>
<td>10/07/2013 02:41 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Snyder, Anastasia Rebecca</td>
<td>10/07/2013 02:49 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L, Warnick, Bryan R., Odum, Sarah A., Zircher, Andrew Paul</td>
<td>10/07/2013 02:49 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
Instructor: Phillip Ward Ph.D.  Office: PAES building – 2nd floor A256

Office Hours: Friday, 11:00 - 12:00 pm, Wed 12.00-1.00
Above are my open office hours, but the door is open. I enjoy teaching and talking with you. So if you have questions that we did not answer in class or if you need clarifications, please email me and we can set up a time to chat.

Email: ward.116@osu.edu  Mailbox: PAES building 2nd floor mail room

On campus class location: Friday Lecture PAES bld 109; Friday Lab PE 0060 (RPAC North Gym)
  • Meeting times: Friday Lecture 9:10 – 11.00am; Friday Lab 12.00-1.50pm

Off campus teaching locations: Upper Arlington Middle Schools-you will be assigned a specific school during the semester
  • Meeting times: 7:30 – 11.15am

The Mission of the College of Education and Human Ecology:
The mission of the College of Education and Human Ecology of The Ohio State University is to build upon a tradition of excellence in promoting outstanding teaching, research, and outreach and engagement that impacts and influences our global society in meaningful ways.

Mission of the Educator Preparation Unit at The Ohio State University:
The mission of the educator preparation unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing Teacher Candidate learning across all P - 12 school age and demographic groups.

Course Description:
The purpose of this course is to introduce you to teaching and management strategies which have been linked to pupil learning, the design of instructional materials and techniques, and strategies for working with a diversity of learners in various contexts. This course is designed to teach effective instructional skills in physical education. This course will study, discuss, and apply effective teaching skills.

Rationale:
The Physical Education, Sport and Physical Activity degree offers the opportunity to earn a license to teach P-12 physical education in the State of Ohio. A requirement for licensure is the ability to demonstrate competency relative to both content and pedagogy applied to pupils in P-12 physical education contexts. In addition the degree offers majors and minors as a physical activity specialist. The instructional skills needed for teaching or working as physical activity specialist are identical the contexts are more similar than different. As such

Relationship to Other Course/Curricula:
This course will be a part of a lock-step sequence of courses offered for prospective physical education teacher candidates and physical activity specialists in the Physical Education, Sport and Physical Activity degree in the Department of Human Sciences. This course is a requirement for entrance into the professional development phase of the teacher education program and a prerequisite for KNPE 4740 and 4741.
Course Objectives:
You will demonstrate acquisition of teaching behaviors, knowledge, and skill necessary to:

1. Develop and maintain an orderly and supportive learning environment in a variety of settings;
   • develop, teach, and monitor classroom/gymnasium routines
   • teach and maintain classroom/gymnasium rules
   • develop preventive management skills and discipline strategies
   • demonstrate techniques and strategies of active supervision
   • demonstrate an effective an efficient introduction and closure
   • transition learners/clients to learning tasks/activities efficiently

2. Design and implement challenging instruction and learning experiences that allow for successful participation across a range of skill levels and diverse populations;
   • compare and contrast philosophical/sociological perspectives in a variety of physical activity settings
   • plan to optimize learning for a diverse population of children, youth, and adults
   • plan progressions that allow for success and challenge
   • select and implement delivery techniques to meet learning goals, needs of learners, and diverse experiences/backgrounds
   • modify and create games and activities that are educationally sound
   • use questioning, explanations, and demonstrations to enhance learning

3. Design instructional materials using media/technology resources and deliver that instruction using the appropriate formats.

4. Develop skills in systematic observation and reflection of teaching to promote analysis of behavior (both of the teacher and the pupil) in many different contexts.

5. Develop a sense of personal philosophy and vision as a physical education teacher.

Course Evaluation:

Quizzes on Chapters (25% of your grade)
Over the course of the quarter there will be eight (6), 20-minute timed multiple-choice online-quizzes covering the required reading of the course. These timed quizzes will take place on our CARMEN website and will be scheduled from 6.00am to 11.59pm on Thursday's as indicated in the schedule. Each Quiz is worth 20 points for a total of 120 points.

Professional discourse of the issues as evidenced by our in-class discussions. (10% of your grade)
Participation in class activities and discussions is important not only for your learning, but also the learning of classmates and the children and youth you will be teaching. In this class we will by studying, discussing observing and practicing teaching. So listening, interacting, and reflecting are important skills to use and develop in this class. By professional discourse I expect you to demonstrate via discussions, presentations and debates, characteristics that include (a) clearly articulated positions and critiques grounded in the textbook; (b) a willingness to challenge views different from your own; and (c) respectfulness of different views

- A grade of A (9-10%) would reflect clearly articulated positions and responsiveness to the discourse that will occur in class discussions reflecting the characteristics described above.
- A grade of B (7-8%) would reflect responsiveness, but only moderately clear articulations of positions.
- A grade of C (5-6%) would reflect only minimal preparedness and responsiveness to class discussions.
- A grade of D (0-4 %) would reflect only a lack of preparedness and little responsiveness to class discussions.
**Teaching Laboratories (20% of your grade)**

During this course there will be teaching laboratories on Fridays (12-3pm). These labs will require that you (a) prepare for the lab by reading and rehearsing the lesson that will be taught on Fridays to your peers and middle school students on the following Wednesdays. It is expected that you are VERY WELL PREPARED for these session or you will waste your peers and the instructor's time. You might be asked to reteach a section of your lesson if we are not satisfied with the standard of your instruction. At the end of each day you will receive a grade of:

- **A** = 19-20%; Indicating that you were very well prepared, you delivered your instruction well and followed the lesson plan precisely.
- **A-** = 17-18% Indicating that you were well prepared, you delivered your instruction well and followed the lesson plan precisely.
- **B+** = 15-16% Indicating that you were prepared, you delivered your instruction well and followed the lesson plan correctly but not precisely.
- **B** = 14% Indicating that you were prepared, you delivered your instruction reasonably well and followed the lesson plan correctly but not precisely.
- **B-** = 13% Indicating that you were not as prepared as you needed to be, you delivered your instruction with some difficulty and followed the lesson plan correctly but not precisely.
- **Fail. <12** Indicating that you were not prepared, AND/OR you delivered your instruction very poorly AND/OR followed the lesson plan incorrectly. **If you fail a lab you will fail the course.**

**Teaching in schools (30% of your grade)**

During this course you will be teaching lessons in schools. Details on this later in the class.

**Final comprehensive written exam (15% of your grade)**

You will receive in week 3 a list of 30 questions from which 15 questions will be selected for the final exam.

---

**Note in addition there will be BONUS PERCENTAGE POINTS available for each of the three evaluation areas for outstanding work by individuals and groups. Bonus percentage points can increase your final grade significantly and can be awarded by instructors at any time.**

**Grading Scale**

- 93%-100% = A
- 90% - 92% = A-
- 87% - 89% = B+
- 84% - 86% = B
- 80% - 83% = B-
- 77% - 79% = C+
- 74% - 76% = C
- 70% - 73% = C-
- 67% - 69% = D+
- 60% - 66% = D
- 59% - below = E

**Textbook:**

Our textbook is:


**Other required resources:**

Carmen Web Site for KNPE 2601.

**Class Procedures and Requirements:**
1. All assigned work is due on the due date. **Any work turned in after the due date will not be graded** (even if you are unable to attend class).

2. Online quizzes will not be given at times other than those specified on the syllabus. If you miss a quiz please let me know ASAP. If you have a conflict due to an excused absence the quiz I can arrange for the quiz to be taken before the test date.

**Attendance and Participation:**
- Teachers are expected to be at schools well before class starts and to be prepared to teach. Likewise I plan to start the class on time and I expect that you will be there on-time ready to work and having read the materials necessary for being successful in that day’s session.
- Teaching and is not like other jobs -if you are not in attendance I consider that unprofessional, just as I would view that situation if you were a teacher. Thus please be aware that (a) I do not expect you to be absent for any classes, and (b) **On the first unexcused absence you will drop a letter grade, on the second unexcused absence a student will receive an “E”**.
- Teachers whether as undergraduate interns in this class, volunteers or teachers working in schools must hold to ethical standards. You will find a copy of the professionalism standards and guidelines in the school site information on Carmen under content.
- Similarly districts have specific dress codes for teachers. You will find a copy of the OSU Dress guidelines in the school site information on Carmen under content.

**Diversity:**
The Department of Human Sciences is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the department seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Department of Human Sciences prohibits discrimination against any member of the department’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. Course content will be considered as it relates to intellectual, social, cultural, racial and economic perspectives.

**Special Accommodations:**
If you have a documented disability and require special accommodations please see me at the end of our first class session. Together we will work with the Office for Disability Services to identify appropriate accommodations.

**Academic Misconduct:**
You are expected to behave in accordance with the Student Code while enrolled in this course. Examples of student misconduct include, but are not limited to, use of unauthorized materials during testing; receiving/providing answers from/for others during testing; submitting written reflections for an observation that is not an accurate reflection of your observation or does not represent an observation you completed; claiming as your own, the written work of others; and plagiarizing from the literature without referencing. These are some examples of academic misconduct. All instances of academic misconduct will be reported and dealt with according to the procedures outlined by the University Committee on Academic Misconduct.

Per University Rule 3335-31-02, “Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct.” Cheating on examinations, submitting work of other
students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

**But the bigger issues are:**

*Who would want to hire a teacher who cheated?*

AND

*Who would want their child taught by a teacher who cheated?*