Term Information

Effective Term: Spring 2016
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
A prerequisite change to: Prereq: Admission to the PESPA pre-major or major, coaching education minor, physical activity specialist minor, or graduate standing.

What is the rationale for the proposed change(s)?
Allow PETE strand, PAS strand, coaching minor, and physical activity specialist minor students to take the course.

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)?
Allow PETE strand, PAS strand, coaching minor, and physical activity specialist minor students to take the course to fulfill their degree requirement.

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 - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5521
Course Title: Qualitative Skill Analysis
Transcript Abbreviation: Qual Skill Analys
Course Description: Provides students with the knowledge and skills required to successfully conduct a qualitative analysis of skills and instructional tasks and develop teaching progressions.
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: Laboratory, 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
Prereq: Admission to the PESPA pre-major or major, coaching education minor, physical activity specialist minor, or graduate standing.

Exclusions
Not open to students with credit for EduPAES 521.

Cross-Listings

Subject/CIP Code

<table>
<thead>
<tr>
<th>Subject/CIP Code</th>
<th>13.1314</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidy Level</td>
<td>Doctoral Course</td>
</tr>
<tr>
<td>Intended Rank</td>
<td>Sophomore, Junior, Senior, Masters, Doctoral</td>
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</table>

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

Course Details

Course goals or learning objectives/outcomes
• Demonstrate knowledge of biomechanical principles that underlie the analysis of skills [Assignments and Projects]
• Demonstrate the ability to engage in the process of qualitative skill and task analysis [Projects and Assignments]
• Demonstrate the ability to identify critical elements of a variety of closed/open sport skills and tactics [Projects and Assignments]
• Demonstrate the ability to create and complete a task analysis [Projects and Assignments]
• Demonstrate the ability to observe, analyze, diagnose and design interventions to improve closed/open skill and task performances [Assignments and Final Project]
• Demonstrate the ability to develop age-appropriate teaching progressions [Assignments]
• Demonstrate the ability to integrate technology in the analysis of closed/open skills and tasks [Final project and Assignments]
• Demonstrate the ability to solve problems and become a critical thinker [Projects, Assignments, Reflections, and Class discussions]
• Utilize the technology (http://www.ubersense.com/) to conduct skill analysis [Projects, Assignments, Reflections, and Class discussions].
Content Topic List

- Task and Skill Analysis in PE
- Basic Motor Skill Analysis: Throwing, Catching, kicking, etc
- Sports Skill Analysis: Team Sports (Soccer)
- Sports Skill Analysis: Team Sports (Teamhand Ball)
- Sports Skill Analysis: Team Sports (Basketball)
- Sports Skill Analysis: Team Sports Volleyball
- Sports Skill Analysis: Individual Sports (Golf)
- Sports Skill Analysis: Individual Sports (badminton)
- Teaching Progressions
- Teaching Progressions (Gym: Team-hand ball passing, Soccer dribbling, basketball layup)
- Teaching Progressions (Gym: basketball shooting, basketball passing, soccer shooting, soccer passing)
- Feedback on skill analysis
- Mechanics and Biomechanics
- Qualitative Analysis
- Qualitative analysis/Mechanics and Biomechanics on videotapes

Previous Value

- Qualitative analysis of skills and instructional tasks
- Skill and task analysis and error detection
- Teaching progressions: Definition
- Developing teaching progressions through qualitative analyses

Attachments

- 521 Syllabus 2014 Spring.docx
  (Syllabus. Owner: Li, Weidong)

Comments

Workflow Information

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<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Odum, Sarah A.</td>
<td>05/06/2015 10:21 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Folden Jr, H Eugene</td>
<td>05/12/2015 07:58 AM</td>
<td>Unit Approval</td>
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<td>Odum, Sarah A., Zircher, Andrew Paul Warnick, Bryan R., Achterberg, Cheryl L.</td>
<td>05/12/2015 07:58 AM</td>
<td>College Approval</td>
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THE OHIO STATE UNIVERSITY  
Department of Human Sciences  

SPORT SKILL AND STRATEGY ANALYSIS  
KNPE 5521  Spring 2014

Meeting time: Wed. and Fri. 11:10 am – 12:30 pm  
Room: Classroom PAES 412 and Gym B225 in RPAC  
Instructor: Weidong Li, Ph.D.  
Office: PAES 270  Office Hours: Th: 10:00 am-2:00 pm or as arranged  
Email: li.832@osu.edu

1. 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 k-12 school age and demographic groups.

2. Course Description:

The course is designed to provide students with both the knowledge and skills required to successfully conduct a qualitative analysis of skills and instructional tasks. Integrations of theory and practice are reflected in a variety of assignments, projects, tests, and group discussion of practical issues in physical education.

3. Rationale:

The Kinesiology program offers the opportunity to earn a license to teach k-12 physical education in the State of Ohio. A requirement for licensure is to demonstrate competency relative to both content and pedagogy applied to Teacher Candidate’s in k-12 physical education contexts. The purpose of this course is to introduce physical education content and pedagogical teaching strategies.

4. Relationship to Other Course / Curricula:

This course will be a part of a lock-step sequence of courses offered for prospective physical education students.

5. Objectives / Student Learning Outcomes:

Following completion of the course, students will:

Demonstrate knowledge of biomechanical principles that underlie the analysis of skills [Assignments and Projects]
Demonstrate the ability to engage in the process of qualitative skill and task analysis [Projects and Assignments]

Demonstrate the ability to identify critical elements of a variety of closed/open sport skills and tactics [Projects and Assignments]

Demonstrate the ability to create and complete a task analysis [Projects and Assignments]

Demonstrate the ability to observe, analyze, diagnose and design interventions to improve closed/open skill and task performances [Assignments and Final Project]

Demonstrate the ability to develop age-appropriate teaching progressions [Assignments]

Demonstrate the ability to integrate technology in the analysis of closed/open skills and tasks [Final project and Assignments]

Demonstrate the ability to solve problems and become a critical thinker [Projects, Assignments, Reflections, and Class discussions]

Utilize the technology (http://www.ubersense.com/) to conduct skill analysis [Projects, Assignments, Reflections, and Class discussions].

6. Relationship to NASPE/NCATE National Standards for Teacher Candidate Performance in Physical Education to Course Assignments and Content:
Teacher Candidates in this class will demonstrate beginning levels of performance in the following standards. The table below identifies the NASPE/NCATE content standard and the way in which performance to this standard is measured.

<table>
<thead>
<tr>
<th>NASPE Content Standard</th>
<th>Description of NASPE/NCATE Content Standard</th>
<th>Means of Assessment</th>
</tr>
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<tbody>
<tr>
<td>1.1</td>
<td>Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.</td>
<td>Projects Assignments</td>
</tr>
<tr>
<td>1.3</td>
<td>Describe and apply performance concepts and strategies related to skillful movement and physical activity (e.g. fitness principles, game tactics, skill improvement principles)</td>
<td>Projects Assignments</td>
</tr>
<tr>
<td>1.4</td>
<td>Describe and apply biophysical (anatomical, physiological and biomechanical) and social-psychological concepts to skillful movement, physical activity, and fitness</td>
<td>Projects</td>
</tr>
<tr>
<td>6.9</td>
<td>Develop and use appropriate instructional cues and prompts to facilitate competent motor skill</td>
<td>Projects Assignments</td>
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<td>---</td>
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</tr>
<tr>
<td>7.4</td>
<td>Interpret and use learning and performance data to make informed curricular and/or instructional decisions</td>
<td>Projects, Assignments</td>
</tr>
<tr>
<td>9.1</td>
<td>Demonstrate knowledge of current technologies and their application in physical education</td>
<td>Projects</td>
</tr>
<tr>
<td>9.3</td>
<td>Use technologies to communicate, network, locate resources, and enhance continuing professional development</td>
<td>Projects, Carmen Cameras <a href="http://www.ubersense.com/">http://www.ubersense.com/</a></td>
</tr>
</tbody>
</table>

**7. Technology:**

A number of different technologies will be utilized during this course including: word processing, the effective use of PowerPoint and cameras, and the effective use of Carmen and an Ipad Application.

**8. 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 School 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 school’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.

**9. Professionalism Policy:**


The term "professional" is an honorific in our society, and denotes occupations characterized by certain attributes. Chief among these are a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients. The knowledge base typically provides substantial, but not complete, guidance for professional practice. Professionals possess expert knowledge, but often confront unique, problematic situations that do not lend themselves to formulaic solutions. Professionals must cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty.

Professionals deal with urgent human problems: matters of life and death, justice, hope and opportunity. Essential to their work is the trust of clients. What warrants such trust is the obligation, upheld within the community of professionals, to pursue an ethic of service and to employ special knowledge and expertise in the interests of their clients.
These general observations apply to teaching, but with important distinctions. While teachers employ their knowledge and skill on students, they also strive to empower students to continue the quest for understanding, so that one day the pupil may surpass the instructor. In this regard, teaching is the most democratic of professions. It aims to place within the hands, head and hearts of students the means for them to teach themselves.

The ethical dimensions of teaching also distinguish it from other professions. Unique demands arise because the client's attendance is compulsory and, more importantly, because the clients are children. Thus, elementary, middle and high school teachers are obligated to meet a stringent ethical standard. Other ethical demands derive from the teacher's role as a model of an educated person. Teaching is a public activity; a teacher works daily in the gaze of his or her student’s, and the extended nature of their lives together in schools places special obligations on the teacher's behavior. Students learn early to read and draw lessons from their teachers' characters. Teachers, consequently, must conduct themselves in a manner students might emulate. Their failure to practice what they preach does not long elude students, parents or peers. Practicing with this additional dimension in mind calls for a special alertness to the consequences of manner and behavior. Standards for professional teaching ought, therefore, to emphasize its ethical nature.

**Physical Education Teacher Education Policy on Professionalism**

All Teacher Candidate’s are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies.

What do we mean by the term professional conduct? Professional teachers:

- Demonstrate ethical behavior including academic honesty and confidentiality (e.g., FERPA).
- Work effectively with professional colleagues and other adults.
- Exhibits a positive attitude toward schools, teaching, students, and parents.
- Responds to frustration and stress appropriately.
- Consistent attendance and punctuality to school, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
- Dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.
- Is receptive and responsive to professional feedback incorporating suggestions into practice.

Examples of unprofessional conduct include but are not limited to:

- Lack of responsibility in fulfilling Teacher Candidate teaching requirements.
- Behaviors indicating an attitude of indifference or hostility.
- Inappropriate written or oral language which interferes with performance of teaching.
• Poor preparations skills such as providing no lesson plans, or poorly written lesson plans.
• Poor teaching skills such as inadequate classroom management and instruction.
• Poor interpersonal skills with school students, faculty, and/or staff.
• Violation of school policies, procedures, rules, regulations, or code of ethics
• Lack of appropriate professional attitudes or behaviors.

Teacher Candidate’s who display unprofessional behavior will have their grade reduced by one letter grade. However, if in the judgment of the Physical Education Teacher Education faculty the unprofessional conduct is severe the faculty will indicate to the instructor to provide a failing grade for the teaching and course experience.

Procedures

When an unprofessional behavior occurs the instructor in the case of minor instances (e.g., initial instances of poorly written plans, or rudeness toward supervisors) will deal with the situation by meeting with the Teacher Candidate and discuss the issues involved, if the initial instance is of a very serious nature (e.g., public arguing with a mentor or being disrespectful) the instructor will reduce the grade of the Teacher Candidate by one letter grade (e.g., A to A-). In the case of a more severe instance or repeated instances the instructor will call a Physical Education Teacher Education faculty meeting with the Teacher Candidate. At such time the faculty will determine whether or not to recommend that the instructor submit a failing grade for the Teacher Candidate.

10. Academic Dishonesty:

You are expected to behave in accordance with the Teacher Candidate Code while enrolled in this course. Examples of Teacher Candidate 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. University rules require that instructors report all instances of suspected academic misconduct to the University Committee on Academic Misconduct where allegations will be investigated.

11. Special Accommodations:

Any Teacher Candidate with a documented disability who may require special accommodations should self identify to the instructor in the first week of the quarter to receive effective and timely accommodations. Individuals with a disability should work through the Office for Disability Services. I will be happy to work with any Teacher Candidate needing special accommodations.

12. Attendance and Participation:
The course will connect theory and practice by providing students regular opportunities to work with their peers in class. As a result the following attendance policy will be enforced.

- In-class activities will be **randomly** arranged for each class. Each activity is worthy of 20 points. These points will be forfeited if you miss the activity due to being tardy, early leave, or unexcused absence. No make-up will be allowed. Absences due to illness (i.e., an official doctor's note stating the student could not attend the class due to a medical problem), university sanctioned events (i.e., athlete's official competitions etc) or a death in the family (appropriate documentation should be provided) will be accepted as an excused absences. Please contact me **PRIOR** to your absence so arrangements can be made to cover your assigned tasks in your peer group. You **must** provide appropriate documentation (i.e., doctors’ certificate etc) upon your return to class.

- It is the students’ responsibility to sign the attendance roster as they enter the classroom. The attendance roster will be available for signing 5-10 minutes before the class starts. The roster will not be available for signing after the beginning of the class. If you arrive late, you may sign the roster at the end of the class.

- Cellular phones: Phones are prohibited in class for any type of use (i.e., text messaging, receiving calls, using the calculator etc.). Students using phones during class will be asked to leave the class.

13. **Recommended Textbooks:**


14. **Carmen**

All course materials will be available on Carmen ([www.carmen.osu.edu](http://www.carmen.osu.edu)). Students are expected to access Carmen and download all assignments, rubrics and lecture notes. Lecture notes will be available at least one day prior to the lecture.

15. **Grading:** In accordance with university policy

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-</td>
<td>C</td>
<td>73-79%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>C-</td>
<td>70-72%</td>
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<td>B+</td>
<td>87-89%</td>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>C+</td>
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<td>&lt;60%</td>
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16. **Assessment:**

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<tr>
<td>Assignments</td>
<td>220</td>
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<tr>
<td>Skill Analysis Phase I Project</td>
<td>50</td>
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<tr>
<td>Class activities</td>
<td>300</td>
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</table>
Additional Assessment for Graduate Students

You will be required to develop a 25-minute mini lesson plan on teaching progressions for a skill that you prefer and then teach it to a small group of students. This teaching assignment is worthy of 80 points. You will be graded on clarity of instructions and demonstrations (10 points), presentation of critical elements for the skill (10 points), organization and transition (10 points) sequence of teaching progressions (10 points), feedback and supervision (10 points), detection of errors (10 points), and application of bio-mechanical principles for modifications (20 points). You will also serve as a judge for students’ skill analysis presentation (20 points). As a judge, you will use the rubrics to assign points and provide feedback for their presentations.

For Undergraduate Students: Final Grade= (Points Earned) /700
For Graduate Students: Final Grade= (Points Earned) /800

Learning Experiences:

1. Assignments (220 points), in-class activities (300 points) and Skill Analysis Phase I Project (50 points) : [NCATE: 1.1, 1.3, 1.4, 6.9, 7.4, 9.1, 9.3]

There are a number of assignments, in-class activities, and projects focusing on skill and task analysis. Those assignments, in-class activities, and projects will provide students hands-experience on how to conduct task and skill analysis. All assignments and projects must be double spaced with 1-inch margins and a font size no larger than 12 point. Don’t forget your name. Assignments and projects handed in late will receive a score of 0.

2. Final Project (150 points) and Class Presentation (30 points) [NCATE: 1.1, 1.3, 6.9, 7.4, 9.1, 9.3]

Students will conduct an observational movement analysis of the biomechanics of a closed/open motor skill for a specific sport and age level. Each student will be required to do a poster presentation of his or her analysis to the class and includes pictures of skill performance that demonstrate both incorrect and correct performance of a skill. Students will be notified when the assignment details and scoring rubric will be available on Carmen. All students will submit their final project to Carmen Dropbox by Midnight Thursday April 17th.

17. Course Outline: (This is a tentative schedule)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assignments Due</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>01/08  (Wed)</td>
<td>Review of Syllabus, icebreaker Task and Skill Analysis in PE</td>
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<td>Lecture notes</td>
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<td>01/10</td>
<td>Task and Skill Analysis in PE</td>
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<td>Lecture notes</td>
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<tr>
<td>(Fri)</td>
<td>(Classroom)</td>
<td>(Gym)</td>
<td>Lecture notes</td>
<td>Handouts</td>
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</tr>
<tr>
<td>3</td>
<td>01/15</td>
<td>Task and Skill Analysis in PE (Classroom)</td>
<td>Basic Motor Skill Analysis: Throwing, Catching, kicking, etc. (Classroom)</td>
<td>Basic Motor Skill Analysis: Throwing, Catching, kicking, etc. (Gym)</td>
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<td>Fronske &amp; Wilson Ch. 2 and 3</td>
<td>Fronske &amp; Wilson Ch. 2 and 3</td>
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<td>01/22</td>
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<td>Assign. One</td>
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<td>7</td>
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<tr>
<td>8</td>
<td>01/31</td>
<td>Assign. Two</td>
<td>Assign. Two</td>
<td>Assign. Two</td>
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<td>Handouts</td>
<td>Handouts</td>
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<td>11</td>
<td>02/12</td>
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<td>Fronske &amp; Wilson Ch. 14</td>
<td>Fronske &amp; Wilson Ch. 14</td>
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<td>12</td>
<td>02/14</td>
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<td>No Class (OSU PE Club Workshop)</td>
<td>No Class (OSU PE Club Workshop)</td>
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<td>13</td>
<td>02/19</td>
<td>Teaching Progressions (Classroom)</td>
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<td>Teaching Progressions (Classroom)</td>
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<td>Assign. Four</td>
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<td>03/05</td>
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<td>Mechanics and Biomechanics (Classroom) (Lecture 1)</td>
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<td>03/07</td>
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<td>19</td>
<td>03/12</td>
<td>Spring Break</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>03/19</td>
<td>Mechanics and Biomechanics (Classroom) (Rotation)</td>
<td>Lecture notes</td>
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<tr>
<td>03/21</td>
<td>Qualitative Analysis (Meeting at Classroom)</td>
<td>Lecture notes</td>
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<tr>
<td>03/26</td>
<td>Qualitative Analysis (Meeting at Classroom)</td>
<td>Lecture notes</td>
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<tr>
<td>03/28</td>
<td>Qualitative analysis/Mechanics and Biomechanics on videotapes (classroom)</td>
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<tr>
<td>04/02</td>
<td>NO Class</td>
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<td>04/04</td>
<td>NO Class</td>
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<td>04/09</td>
<td>Qualitative analysis/Mechanics and Biomechanics on videotapes (classroom)</td>
<td>Final Project: Skill analysis phase one Due</td>
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<td>04/11</td>
<td>PETE interview: NO Class</td>
<td>Lecture notes &amp; Knudson &amp; Morrison book</td>
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<td>04/16</td>
<td>Qualitative analysis/Mechanics and Biomechanics on videotapes (classroom)</td>
<td>Lecture notes &amp; Knudson &amp; Morrison book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04/18</td>
<td>Final Project Poster Presentation (phase one and two) in classroom</td>
<td>Final Project due</td>
<td>Lecture notes</td>
<td></td>
</tr>
</tbody>
</table>

I reserve the rights to make any changes. However, you will be notified ahead of time of these changes in the syllabus.