

MONTGOMERY COLLEGE
Course Syllabus
Health Enhancement, Exercise Science, and Physical Education
PHED201-OVERVIEW OF PHYSICAL EDUCATION (CRN 32214)

I. Contact Information

Office:
Class Time:
Office Hours:
Email:

II. General Course Information

The aim of this course is to present a contemporary orientation to the complex and diverse field of physical education for students who are preparing to enter one of the sub disciplines within the profession.

III. Common Course Student Learning Outcomes

<ul style="list-style-type: none">• Student will acquire an overview of physical education as an emergent profession, paying attention to its historical development, taking an in-depth look at its present status, and giving consideration to its future.
<ul style="list-style-type: none">• Student will be introduced to the concepts of gender, gender sensibilities, and cultural diversity, and their relationship to male and female professionals, students, athletes, and others with whom you will interact in the role of physical educators.
<ul style="list-style-type: none">• Student will develop her/his own philosophy of teaching.
<ul style="list-style-type: none">• Student will identify the impact of historical education legislation on the field of physical education.
<ul style="list-style-type: none">• Student will identify the professional organizations in our field.
<ul style="list-style-type: none">• Student will identify and describe best instructional practices categories for elementary, middle and high school populations.
<ul style="list-style-type: none">• Student will develop lesson plans with age appropriate activities and a demonstration of the understanding of the cognitive, affective and psychomotor domains.

IV. Textbooks, Workbooks, and Supplies

- Shimon, Jane (2011) Introduction to Teaching Physical Education: Principles and Strategies (1st ed.) Champaign IL: Human Kinetics
- Student on-line resources at <http://www.humankinetics.com/introductiontoteachingphysicaleducation1e>

- First Year Experience Students' Insider Guide and Planner (The link to this book is :<http://cms.montgomerycollege.edu/assets/0/2345/2346/4047/ca3375e3-f0e4-47e7-bd41-7f0d79ef7250.jpg> However, this book is free, and a hard copy must be brought to class on the date indicated in the syllabus. This book is free from the Counseling Department.)
- <http://eportfoliomontgomerycollege.weebly.com/section-viii--site-examples-platform-information-and-resources.html>
- <https://www.smore.com/b5x5-weebly-com-for-eportfolios>
- A sample e-portfolio with instructions can be found at <http://mcgesample2.weebly.com/>

V. Course Requirements

A. Course Grade

Components	Point value/ % value
• 4 Exams (60 points each/ lowest test dropped).	180 points/ 36 percent
• Assignments (Project 160 points, others are 100 points)	260 points /52 %
• Professionalism/ Participation and preparation	60 points /12 %
Total Points	500 points

Professionalism: This course is designed for future professional educators. As such, an important emphasis of this class will be not just preparing you with content knowledge, but with the life skills that are critical for professionals in the field. You must be on-time for each class. Students are expected to read all material prior to class, and turn off all cell phones and electronics when entering the classroom.

When participating in any non-classroom lecture, students must abide by the following dress codes:

- Professor led in-gym activities: You should be dressed for physical activity whenever appropriate (shorts/sweat pants, tee-shirts/sweatshirts with no inappropriate graphics or language, indoor athletic shoes- no cleats, spikes or dance/ballet slippers).
- Student Led activities: Professional dress is required (either khakis or athletic warm-ups, and collared or professional shirt with no inappropriate graphics or language, athletic footwear, no hats, cell phones, gum etc.). Students not dressed professionally will not be allowed to participate in these activities.

Preparedness grade is based student's ability to participate and contribute to class and group discussions, in class case studies and possibly performance on unannounced quizzes throughout the semester. There will be a variety of in-class group discussions and presentations. To earn points for these assignments, students must be present for the entirety of the discussion/presentation phase. Unannounced quizzes may be given, and will be based on assigned readings and class discussions. Students may use their own handwritten notes, copies of the power point slides or computer based notes. Students may not use the textbook or share notes with another student. Students who miss class activities, including discussions, or pop quizzes will not be eligible to make up the missed work.

There will be times throughout the semester where we will be doing course related activities in the gymnasium. Students must be on-time, dressed appropriately for physical activity and have turned in all related course work in order to participate and earn credit for these activities.

The final grade is based upon the following percentage scale:

90% and higher: A

80% and above: B

70% and above: C

60% and above: D

Below 60%: F

B. Late and/or Make-up Policy for Coursework

Timely fulfillment of course requirements is mandatory. **Late assignments will not be accepted unless prior arrangements have been made, or possibly with written documentation of an emergency. Exams must be taken when scheduled except under circumstances considered to be extraordinary by the professor. Students must contact me within 24 hours of a missed test with written documentation of their emergency.** It is not fair to the students who have met deadlines to give extra time to those who fail to do so.

VI. Student Code of Conduct

A. Standards of College Behavior

All students are expected to abide by the Standards of College Behavior as defined in the College's Student Code of Conduct. Students will conduct themselves appropriately at all times.

The College seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the educational forum are recognized as necessary to the educational process.

- However, students do not have the right to interfere with the freedom of the faculty to teach or the rights of other students to learn, nor do they have the right to interfere with the ability of staff to provide services to any student.
- Faculty and staff set the standards of behavior that are within the guidelines and spirit of the Student Code of Conduct or other College policies for classrooms, events, offices, and areas, by announcing or posting these standards early in the semester.
- If a student behaves disruptively in the classroom, an event, an office, or an area after the instructor or staff member has explained the unacceptability of such conduct and the consequences that will result; the student may be asked to leave that classroom, event, office, or area for the remainder of the day. This does not restrict the student's right to attend other scheduled classes or appointments.
- If the student does not leave, the faculty or staff member may request the assistance of Security.
- The faculty or staff member must communicate with the student about the incident before the next class meeting to resolve the issue. If a second incident occurs that warrants removal from class, the faculty member again communicates with the student and must send a written report about the incident to the Dean of Student Development with a description of the incident and whether or not the incident is being referred to the formal disciplinary process.

- The Dean of Student Development or designated instructional Dean of Workforce Development and Continuing Education should be informed in writing about any situation that should be addressed through the formal disciplinary process. The faculty or staff member will provide the Dean of Student Development with a written summary of the facts or conduct on which the referral is based within 48 hours of the incident for appropriate and effective disciplinary process, which must include the date, time, place, and a description of the incident.

Food and drink, other than water, are not permitted. Students will turn off all cell phones and pagers while in the classroom. No headphones or personal stereos will be permitted. Students who are disruptive during class will be asked to leave, will be marked as absent, and receive a zero on any in-class assignment for that day.

B. Academic Honesty

Academic dishonesty of any form will not be tolerated. Academic Dishonesty or Misconduct can occur in many ways. Some common forms include:

- A.1 Cheating on assignments or examinations
- A.2 Plagiarizing from written, video, or Internet resources
- A.3 Using tests or other material without permission
- A.4 Forgery
- A.5 Submitting materials that are not the student's own
- A.6 Taking examinations in the place of another student, including assessment tests
- A.7 Assisting others in committing academic dishonesty
- A.8 Failing to use quotation marks for directly quoted material unless using block quotes or other accepted formats.
- A.9 Copying from another student during an examination

Please refer to the Student Code of Conduct (link is above) for a thorough discussion on academic dishonesty and potential consequences

VII. Collegewide Policies and Procedures

A. Attendance Policy

Students are expected to attend all class sessions. In cases involving excessive absences from class, the instructor may drop the student from the class. An excessive absence is defined as one more absence than the number of classes per week during a fall or spring semester; the number of absences is prorated for accelerated sessions.

B. Withdrawal and Refund Dates

It is the student's responsibility to drop a course. Non-attendance of classes or failure to pay does not constitute official withdrawal. To view the drop dates for this course, log into your MyMC account:

- 1) Click on "My Class Schedule" under Student Quick Links
- 2) Select the current term
- 3) Click on "View Drop Deadline Dates" at the bottom of the page"

C. Audit Policy

All students registered for audit are required to consult with the instructor before or during the first class session in which they are in audit status, and students are required to participate in all course activities unless otherwise agreed upon by the student and instructor at the time of consultation. Failure to consult with the instructor or to so participate may result in the grade of "W" being awarded. This action may be taken by the instructor by changing the "AU" to "W" before the drop with "W" date.

D. Disability Support Services

Any student who needs an accommodation due to a disability should make an appointment to see me during my office hours. In order to receive accommodations, a letter from Disability Support Services (G-SA 189; R-CB 122; or TP/SS-ST 122) will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at: www.montgomerycollege.edu/dss."

E. Veteran's Services

If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College Web site at www.montgomerycollege.edu/combat2college.

F. Delayed Opening or Closing of the College

Montgomery College will always operate on its regular schedule unless otherwise announced. Depending on the nature of the incident, notifications of emergencies and changes to the College's operational status will be communicated through one or more communication methods including the College's web page <http://montgomerycollege.edu>

For the most up-to-date information regarding College openings, closings, or emergencies, all students, faculty, and staff are encouraged to sign up for email and text alerts via Montgomery College ALERT. Registration information is available at www.montgomerycollege.edu/emergency

If a class can meet for 50% or more of its regularly scheduled meeting time **OR** if the class can meet for 50 minutes or more, it will meet.

G. Communication

Your Montgomery College email account will be the official means of communication between you and Montgomery College. It is recommended that you check this account daily for official communication from the course. In addition, if you need to send an email to the professor, you must send it through this email address. Any communication sent from a personal email (i.e. yahoo, Gmail) may not get through to the instructor's inbox.

For more information or questions regarding the Montgomery College email system, follow the "help" links in My MC for more detailed instructions on using email.

You can auto forward e-mail to an external account. Click on the "help" link in your email window for more information on account forwarding. Just make sure that you log back into the MC email system when replying to any emails.

For school–related correspondence, all e-mails should be written with proper grammar, spelling and punctuation. Please also identify yourself including the day and time of your class.

VIII. Additional General Information

Copies of all PowerPoint slides (from text, not including class discussions or professor additions) are available as a link on our course’s Blackboard site. I encourage you to save them to your computer, and print them as “Handouts” so you can have multiple slides per page.

Exam Information

There will be four exams throughout the course of the semester. The lowest grade from your four exam scores will be dropped. All exams are on Blackboard and must be completed outside of class. The first three exams are non-cumulative, and cover only the chapters indicated on the syllabus. They are a combination of multiple choice, true/false and short answer questions. The final exam will be a cumulative exam and will cover all chapters, assignments and reading materials from the entire semester.

There is an on-line extra credit practice quiz for you to take that will familiarize you with the procedures for taking an on-line test via the Blackboard website. This quiz will be available from September 1st after class through October 1st at 11:59 pm. It is optional, but highly recommended. Any points earned will be extra credit. You will have 30 minutes to complete the quiz once you open it. You must complete all on-line tests and quizzes in the same session you first open them.

The final exam (Test 4) will be available on Blackboard from Thursday December 8th at 12:15 through Thursday, December 15 at 12:15 pm. You will have one hour and forty minutes to take this test.

Assignment information

All assignments need to match the following criteria

1. **Late assignments will NOT be accepted** without written documentation of a legitimate, uncontrollable emergency. All assignments will be submitted through Blackboard.
 2. **All assignments are due at time and date listed on Blackboard (date on syllabus), unless otherwise indicated.**
 3. Assignments should be formatted correctly for margins and font size. (Margins (should be one inch left and right, .5 inch on top and bottom) and fonts either 10 or 12. All papers should use APA style for citations. For help with APA citation format, please visit the MC library’s webpage at <http://libguides.montgomerycollege.edu/apa>
 4. Students can set up reminders for all assignments through Blackboard. For assistance with this, please view the short video: https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student/020_Get_Started/050_Notifications
 5. All assignments will be graded on both content and writing quality. For assistance with writing, please visit the Writing, Reading and Language Center (<https://cms.montgomerycollege.edu/wrlc-rv/>)
- A. Blackboard – Technology: It is the student’s responsibility to be familiar with how to use Blackboard. If you are unfamiliar with the technology, you should visit the following web addresses to determine if online courses are appropriate for you and to prepare for this course. <http://montgomerycollege.readi.info/>

http://www.montgomerycollege.edu/distance/lessons/students/student_tutorials.html B.
Blackboard –

- B. Technical Issues: If during the course, you experience a technology-related problem with Blackboard, you need to follow the procedures below. Following these correct procedures as soon as the incident occurs may allow you to re-submit an assignment or be granted an extension to a course deadline (if necessary) depending on the circumstances and approval from your professor. If you do not contact Blackboard and provide your instructor with the information below, you will not be able to turn in any assignments after the due date. 1. As soon as the issue occurs, call the Blackboard Help Desk at 240-567-7222 2. Write down the work order number received from the Blackboard Help Desk. 3. Send an email to your professor identifying: the date and time of the phone call, the work order number, the nature of the problem, the steps to resolution suggested by Blackboard and the outcome of the phone call. This email must be sent within 1 hour of contacting the Blackboard Help Desk. *If in doubt, contact the Blackboard Help Desk if you are experiencing a problem. Students who do not follow the instructions above will not be able to resubmit work in the event of a technical error.

Chromebooks and MacBooks are not compatible with direct uploads to Blackboard. If you are using either of these computers, be sure to follow the directions below:

- Compose your paper in a separate document (i.e. MS Word)
- Save your paper as a .doc, .docx or .rtf file (if you are using MS works, you must save your document as an .rtf file).
- When you have completed and saved your paper, click on “Add Attachment”.
- Click on “My Computer” to browse for the document saved on your computer.
- Once you have found your file, Click “open” – this will attach your file to the drop box.
- Make sure that your file has be uploaded in the proper format (.doc, .docx or .rtf)
- When you are finished, click on the “submit” button.

If you experience technical problems while trying to submit your work, please contact the Blackboard Help desk at 240-567-7222 for assistance. If you are unable to resolve the issue with the Helpdesk, you will need to send an email to your instructor. Follow the instructions outlined in your course syllabus under “Blackboard - Technical Issues” to inform your instructor of the issue.

Before completing any assignments: You will participate and complete the library’s tutorial “Academic Integrity: Avoiding Plagiarism”. To access the tutorial, go to the link below then click on Academic Integrity and Avoiding Plagiarism. If you have completed this tutorial for another class within the last calendar year, you may print off or forward me those results electronically. You must score at least an 8/10 on this quiz before you may proceed to other assignments. You may have the results forwarded electronically, or printed, but printing them off is preferred as the email feature has been unreliable in the past.

(<http://cms.montgomerycollege.edu/edu/sub1.aspx?id=15559>)

No other assignments will be accepted until this tutorial I have received the quiz score.

ASSIGNMENTS

Chapter 1 Assignment: Self-Introduction and e-portfolio (20 points)

Part One: Present an oral introduction of yourself to the class. You will give the basics about yourself (name, age, hometown, etc.). Additionally, talk about your **lifespan** involvement in sport and physical activity; the reasons for your interest in the physical education profession; your goals with regard to your career; what you hope to gain from the information covered in this course; your strengths (assets) and weaknesses (drawbacks) with regard to your proposed career.

Write your outline for your speech and submit the outline under Chapter 1 Assignment in the Assignment Module. You will also print off a copy of your outline to hand in the day of presentations. Students should not use the outline when presenting. The outline should have the following:

- It must be typed with all relevant information and the order in which you will present your material.
- The outline should show categories
- It should demonstrate the use of bullets.

Your speech should be between 3-5 minutes. You may not present your speech without the typed outline. Professional dress is required. (5 points)

Part Two: Go to weebly.com and begin your e-portfolio page. You will create two pages. First, create a Welcome Page. This page will have your name, a meaningful quote and one to three pictures. The Welcome Page will be where e-portfolio visitors first go, and where they will then be able to access the additional pages you create. For the About Me page, write one to three paragraph(s) to introduce you to the larger audience of other faculty, future employers and/or current professionals in the field. You can discuss your life experience, goals and aspirations. Also include any relevant outside work related experiences that make you interesting to future employers. Post your e-portfolio link in the Discussion thread. **DO NOT USE YOUR LAST NAME IN THE WEEBLY ADDRESS.** (10 points)

You may earn up to six participation points through reading other peoples "Topic in the Field" pages and offering constructive criticism or advise/comments on the layout, quotes, grammar etc. of their page. You may also include your reaction to the content of their page in addition to the required information. You can earn up to two points for each of the three critiques you provide. You will analyze the three people immediately following your last name. For those at the end of the alphabet, you will comment on the people at the beginning.

Chapter 2 Assignment: Students will collaborate with their group to prepare a 20 minute power point presentation on the 5 Shape America National Standards: <http://www.shapeamerica.org/standards/pe/> Each group will explore the Standards within the context of either elementary level, middle school or the high school level. (The level will be assigned by the professor).

1. Identify each standard and the learning domain(s) it addresses.
2. Using the Grade Level Outcomes, select a sample objective (include the grade), and come up with a sample activity (game/drill etc.) for that grade to help the students achieve the sample objective. (<http://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>)

Each student will be responsible for part of the presentation. Students who do not help in the development and presentation of this assignment will receive a zero. Students must be dressed per the professional dress guidelines as outlined in the syllabus. Presentations may utilize SHORT video clips or

lesson plan ideas to help illustrate the standard more fully. All sources used should be cited in a Works Cited page (power point slide) in APA format. This includes the Standards, any resources for activities, YouTube videos etc. (20 points for the assignment and 5 points for presentation class for participation).

Chapter 3 Assignment (15 points) Read each of the following articles. Using the NASPE standards as your basis of argument, reflect upon the activities that Williams places in the Hall of Shame. Do you feel that they have a valid pedagogical purpose, when referring to our National Standards? (Do you feel that these activities are the most pedagogically sound activities to teach the skills and concepts involved?) Explain why or why not. Are any of the activities acceptable for a non-physical education setting (recess, recreation, athletics)? Explain how your past experiences (as a skilled vs unskilled mover) may be impacting your view of these activities. Can you think of other activities that you would place in the Hall of Shame?

- Williams, N. (1992). The physical education hall of shame. *JOPERD*, 63(6), 57-60.
- Williams, N. (1996). The physical education hall of shame III: Inappropriate teaching practices. (The Physical Education Hall of Shame, Part 3). *JOPERD*, 67 (Oct., 1996), 45 (4).
- Reed, K. (2014, May 7) Dodgeball Has No place in our schools, Huffington Post. (http://www.huffingtonpost.com/ken-reed/dodgeball-has-no-place-in_b_5281756.html)

Social Media Assignment: (25 points total) Identify and follow social media sites (Facebook, Twitter, Google+, Linked-In, Pinterest, etc.) which address physical education. Exercise or health/fitness sites are not acceptable! The site must be focused on physical education. You must have at least three different sites (people/organizations) that you are following. You will create a new page on your e-portfolio called "Topics in Our Field". Each week for five weeks, write a one paragraph reflection on a topic discussion/video/ blog that you found interesting. Be sure to include the social media platform (with the URL clickable link), the individual/group you were following a description of the topic and your view on the topic. Make sure you explain why you chose this piece of information and why it is most relevant to you!! Note that each blog/discussion/video MUST BE FROM A DIFFERENT CALENDAR WEEK WITHIN THE SCOPE OF THIS ASSIGNMENT. The page is the assignment, but SHOULD NOT be labeled as Chapter 10 Assignment. It would be ideal to continue to follow these professionals and occasionally add updates to your page. (25 points)

5 participation points may be earned through reading other peoples "Topic in the Field" pages and reacting to what you have read.

Academic Plan Assignment (20 points)

This assignment, available in the Assignments Module on Blackboard, is designed to help you plan your academic career, both at MC and at your future four-year school. This is a multi-part assignment with both submitted work and e-portfolio building. The Chapter 11 assignment will be submitted via Blackboard for 20 points. The semester by semester plan will then be used to build the "My Coursework" page on your e-portfolio. (5 points)

PHED201 Project: (160 points) See PHED201 Project Fall 2017 in the Assignments Module on Blackboard

VII. Course Schedule

In-Class	Assignment Due
Syllabus BlackBoard exploration Chapter 1: History of Physical Education (time permitting)	
Chapter 1: History of Physical Education History of PE video: https://www.youtube.com/watch?v=eVktQsW0huw Discuss Social Media Assignment http://nationalpe.com/videos/ (Joey Feith)	
Complete Chapter 1 if necessary Begin Chapter 2 : Purpose, Benefits and Philosophy (Three domains, NASPE standards) NASPE Sets the Standard Video https://www.youtube.com/watch?v=JgltL80_9RU&list=UU9fty18CzOquwAV_XKEQoiw	Academic Honesty Tutorial
Chapter 1 Assignments and complete Chapter 2	Chapter 1 Assignment
Complete Chapter 2 if necessary	
Presentations of Assignment 2	Chapter 2 assignment
<ul style="list-style-type: none"> ● In class: Print off the Your Teaching Philosophy worksheet that is found on the textbook website (http://hk.humankinetics.com/introductiontoteachingphysicaleducation1e/osr/chpr02.html) Bring it to class for in-class discussions. ● Teaching duties Teacher–coach role conflict; accountability issues (time permitting) In class Teacher-Coach Conflict worksheet 	
Chapter 3: Duties and Challenges	
The Dodge Ball Debate: http://www.pecentral.org/mediacenter/hallofshamevideos.html	Chapter 3 Assn.
In class work on Academic Plan Assignment Meet in Computer Lab	
In Class Video: Quality teaching Practices	
Exam One: Chapters 1, 2, 3, Due online Chapter 8: Lesson Planning Writing Objectives Worksheet in Class	

Social Media Presentation and Discussion Chapter 4: Organization and Instruction	Social Media Assignment due
In Computer Lab CS022 Work on Project Section One (Chaps 4, 8)	
Chapter 5 Motivation Student Motivation in Physical Education (http://www.youtube.com/watch?v=u3-cvaW1VP0)	Project Section 1
In Gymnasium: Self-progression activity stations	
In Computer lab CS022 Work on Section Two (Chap 4)	Academic Plan Assignment
Exam Two: Chapters 4, 5 and 8 Due online by 11:59 pm Chapter 6: Behavior Management (http://www.pecentral.com/climate/index.html)	
Finish Chapter 6: discussion of gymnasium rules and policies poster utilizing Hellison's model of Social Responsibility or the Character Counts Model	Project Section 2
Chapter 7 Elementary School: Linking fundamental movements to sport and activities/using the wheel	
Chapter 7 Middle and High school Appropriate Practices for Elementary, Middle and High School (NASPE)	Project Section 3
Chapter 9: Assessments	
In Computer lab CS022 work on Section 5	Project Sec 4 due
Chapters 10 and 11	
Exam Three (Chapters 6, 7,9-11) due on-line by 11:59 pm <i>Linking games by strategies and concepts: IN GYM- STUDENTS MUST BE DRESSED APPROPRIATELY TO PARTICIPATE AND EARN POINTS</i>	
Group One: In Gym Presentation of Project	Section 5 Due
Group Two: In Gym Presentation of Project	
Group Three: In Gym Presentation of Project	

On-line Exam Four (Final Exam) becomes available <u>after class</u>	
1. Final Exam: Due by 12:15 p.m. on this date. 2. Complete in gym presentations 10:15-12:15 <u>if needed</u>	

ALL PROJECT SECTION 6 REFLECTIONS WILL BE DUE IN BLACKBOARD WITHIN 48 HOURS OF YOUR TEACHING PRESENTATION