HPE 361: Individual Activities & Games
Eastern Connecticut State University

Fall 2013
Mr. Nicholas Boorman
Office: Goddard Hall Room 106
boormann@easternct.edu

Catalog Description  A course in physical education pedagogy emphasizing teaching methods and materials in individual activities, games, and sports: tennis, golf, archery, fitness activities, badminton, pickleball, bowling, swimming, etc.

Purpose of the Course
A. To provide the pre-professional student with an overview of indoor/outdoor individual activities and games appropriate for use in elementary and secondary schools
B. To provide opportunities for students to participate in, analyze, and write about such activities and games
C. To improve interest, skill, and understanding for teaching physical education
D. To provide students with the opportunity to develop or refine personal sports and fitness skills
E. To provide opportunities for the integration of fundamental interdisciplinary skills (writing, critical thinking, word-processing) into physical education studies

Required Text/Materials
A. No text required
B. Readings as needed
C. Use of library and selected reference materials as needed
D. Swim suit
E. Fee for bowling and archery

Learning Outcomes: Based on NCATE/NASPE standards for Physical Education Teacher Education programs:
1. Outcome: Content Knowledge
Physical education teacher candidates will demonstrate in-depth understanding of content knowledge including concepts, principals, skills, and structure of the discipline.
2. Outcome: Pedagogical Knowledge
Physical education teacher candidates will be able to formulate developmentally appropriate goals and objectives for students based on subject matter, students, the community, curriculum goals, and theories of human development.
3. Outcome: Integration of Knowledge
Physical education teacher candidates will demonstrate how different
concepts, themes, and principles are interconnected within and across the discipline and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline they teach.

4. **Outcome: Technology as a Tool to Teach**
Physical education teacher candidates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.

5. **Outcome: Diversity**
Physical education teacher candidates demonstrate their ability to support the diverse needs of students in terms of race, ethnicity, gender, culture, and socioeconomic status.

6. **Outcome: Professionalism**
Physical education teacher candidates will demonstrate dispositions essential to becoming effective professionals.

**Course Content**
1. Teaching styles for instruction
2. Elements of lesson planning
3. Cooperative games
4. Tennis
5. Snag golf
6. Track and Field
7. Disk Golf
8. Bowling
9. Weight Training/Fitness
10. Swimming
11. Badminton
12. Pickleball
13. Archery

**Learning Experiences And Assignments**
1. Lesson planning and analysis
2. Participation in field-based activity with peers
3. Assessment of personal motor skill performance
4. Instructional observation and analysis
5. Graphic design using Microsoft Word
6. Formal written reports of class activities
7. Peer-Teaching

**Assessment Activities**
- Daily Grade- 20% of overall grade
- Lesson Plan Book- 30% of overall grade
- Peer Teaching- 30% of overall grade
- Observations- 20% of overall grade
- See Assessment Handout for complete explanation of each assignment
Dispositions: Appropriate candidate dispositions are essential in the development of an SLM/PE professional. The way one acts, looks, participates, attempts, is prepared, and feels about oneself and one’s profession is reflected in the dispositions we expect of students. These dispositions must be demonstrated on a daily basis throughout the semester. Students will be expected to dress in appropriate attire and will also be expected to act in a professional manner during each class. These dispositions will be assessed regularly as part of the attendance/participation course criterion.

The instructor reserves the right to dismiss a student from a class session and/or reduce a student’s final grade for an unwillingness or inability to demonstrate appropriate dispositions.

Email and Web CT: Students are responsible for being connected to the ECSU email system in order to receive important course, advisement, and University communications.

Academic Misconduct Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook or at: http://www.easternct.edu/judicialaffairs/academicmisconduct/ All violations will be handled under the procedures established in this policy.

Support Services “Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers assistance in study techniques, time management and understanding learning styles. Fall 2013 hours: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4310 or check the ASC website at http://www.easternct.edu/asc/

Eastern Connecticut State University is committed to following the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability (or think you may have a disability), and require adaptations or accommodations, or assistance evacuating a building in the case of an emergency, please contact the Office of AccessAbility Services (OAS) at 860-465-0189 to discuss your request further. Any student registered with the OAS should contact the instructor as soon as possible for assistance with classroom accommodations. Please note that accommodations are not retroactive, and must be communicated through a Letter or of Accommodation which is drafted by the OAS.