HPE 362: Team 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 team activities, games, and sports: cooperative games, soccer, football, ultimate frisbee, softball, lacrosse, team handball, volleyball, basketball, and floor hockey.

Purpose of the Course

A. To provide the pre-professional student with an overview of indoor/outdoor team 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 team sports and 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

Learning Outcomes: Based on NCATE/NASPE standards for Physical Education Teacher Education programs:

1. Outcome: Scientific and Theoretical Knowledge
   Physical education teacher candidates will know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

2. Outcome: Skill and Fitness Based Competence
   Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement, performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

3. Outcome: Planning and Implementation
   Physical education teacher candidates will plan and implement
developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

4. **Outcome: Instructional Delivery and Management**
   Physical education teacher candidates will use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

5. **Outcome: Impact on Student Learning**
   Physical education teacher candidates will utilize assessments and reflection to foster student learning and inform instructional decisions.

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

### 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.