Eastern Connecticut State University  
Health and Physical Education  
Department of Physical Education  
HPE 240  
Introduction to Curricular Materials in Physical Education  
Syllabus  
Spring 2009

INSTRUCTOR: Steven Stellitano  
CLASS TIMES: Monday, Wednesday and Friday (10am - 10:50am) Jan 26 - May 23  
LOCATION: Sports Center 219  
OFFICE HOURS: Scheduled appointments  
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COURSE DESCRIPTION:  
This course provides students with a comprehensive overview of curricular models, teaching styles and components of a physical education lesson plan. Three purposes are:  
(1) to help students comprehend and analyze various curricular issues;  
(2) to assist students in recognizing the most appropriate curriculum models, teaching styles and lesson plan writing techniques that a teacher might employ given a specific school and physical education class environment;  
(3) to assess student fitness abilities, as well as motor skill competencies, using process and product evaluations.

LEARNING OBJECTIVES:  
1. The students will be able to demonstrate a thorough understanding of three different teaching styles – direct, interactive and indirect.  
2. The students will be able to comprehend the National Association for Sport and Physical Education’s (NASPE) Program Standards for Physical Education. Within the context of these standards, students will be able to clearly explain how various teaching styles and curricular models (Movement Education, Fitness Education, Developmental Education, Activity-Based Education, Humanistic/Social Development, Sport Education, and Wilderness Sports/Adventure Education) can help school children in physical education meet these outcomes.  
3. The students will be able to demonstrate the proper methods for writing unit and lesson plans based on NASPE’s Program Standards for Physical Education.  
   a. As part of the assessment for this objective, the students will be able to demonstrate knowledge of the different elements of unit and lesson planning by completing various plans utilizing a variety of different teaching styles and curricular models.  
4. The students will be able to demonstrate competency in most movement forms and health related fitness categories and proficiency in many.
READINGS:

REQUIREMENTS:
All assignments are explained in more detail in the class rubric.
To earn credit for this course, the student will be required to complete:

With a partner(s), choose a teaching style (direct, interactive or indirect) to instruct the class in one of the key assessments (50 pts)
Students will be assigned a key assessment and partner(s). Check course schedule for date when instruction for key assessment is due.

Oral presentation with a partner(s) about a curriculum model (100 pts)
Twenty-minute presentation with partner(s) on curricular model accompanied with presenters’ notes or power point. Notes or power point are due the day of the presentation. Check course schedule for date of presentation.

Individual topic paper from list of curriculum models (100 pts)
Students will be assigned a curriculum model to research. Check course schedule for date when paper is due.

Elementary Lesson Plan (75 pts)
Students will choose a grouped grade-level (K-2 or 3-5) and performance outcomes to create an elementary lesson plan.

Middle/High School Lesson Plan (75 pts)
Students will choose a grouped grade-level (6-8 or 9-12) and performance outcomes to create a middle or high school lesson plan.

Midterm Exam (100 pts) and Final Exam (100 pts)
Two exams will be administered during the semester – a midterm and a final. In general, exam questions will focus on applying what you have learned rather than verbatim recall and recognition. The midterm (teaching style and curriculum models) and final (“Moving into the Future” and elementary, middle and high school lesson plans) will be open-ended questions to test knowledge of course material. The midterm exam is on March 13th. The final exam is on May 18th.

Competency in most key assessments administered by teacher candidates from HPE335 (400 pts)
The teacher candidates from HPE335 will assess students in various physical education skills. Of the 11 key assessments (blue) the HPE240 students must pass 9. The running and swimming key assessments must be passed.

ASSESSMENT:
The proportional value of the course requirements to the final grade is as follows:

All final grades will be determined using the scale below.
A = 93-100  A- = 90-92  B+ = 87-89  B = 83-86  B- = 80-82
C+ = 77-79  C = 73-76
Grade of C- to F: the course has to be repeated!
C- = 70-72  D+ = 67-69  D = 60-66  F = below 60

There will be no forced distribution of final grades. Thus, everyone in the class may earn a grade of “A” or no one may earn a grade of “A.”
COURSE POLICIES:

Attendance:
Class attendance policy:
You will be penalized with point deductions (5 points of final grade reduction for each class missed after the third). If YOU don't sign the attendance sheet YOU will be considered Absent! You will also be responsible for the material you miss as a result of an absence. So, at the end of the semester when you think you have a 81 average but you missed five (5) total classes, 10 points will be deducted from your grade and your final grade will be a 71 = C- and you will need to repeat the course. Class attendance is to your benefit.

University excused absences: THERE ARE NONE!! Blame it on the people before you who abused the trust of the instructor!

If you are late to a class you will be penalized by one half of an absence for the first five minutes. If you are more than five minutes late, you will be penalized a full absence. If Assessments are being conducted you will not be allowed to participate until the next full assessment. That is, you cannot join an assessment already in progress.

Late work:
All assignments are to be typed and are due at the BEGINNING of class on the date noted in the syllabus or specified by the instructor.
Late assignments will be accepted no later than the second class period following the date due with a 10-point deduction for each class period that it is late. If an assignment that is due on a Friday is not passed in until Monday, a score of 90 would be the highest possible grade. If it is not passed in until Wednesday, 80 would be the highest possible grade. It will not be accepted after that and the grade will be an F.

WRITING:
All writing completed for the course, including presentations, papers and lesson plans should be carefully proofread and free of grammatical and typographical errors.
All work submitted to fulfill course requirements must consist of original work. When you borrow the ideas of others, you must cite all of your sources. Please see Academic Honesty (below)
I reserve the right to penalize any instances of poor writing and failure to appropriately cite sources even if writing quality and source citation are not explicitly listed as grading criteria.
Unless otherwise noted, all papers, presentations and projects are due by the beginning of class on the date specified in the course schedule.

Academic Honesty:
All students are expected to complete their own work at all times unless a “group” effort is assigned. No consideration of points will be given to those assignments that are not the student’s own work. A grade of “0 points” or “F” will be given to the assignment and for a final grade in the course if a candidate presents work of others as his/her own.

Attire for Assessment days and Activity days:
You will also be expected to participate in “application” learning experiences. That means that you will be involved in opportunities to apply what you are learning in class to scenarios, situations, presentations or assignments.

During all assessment and activity days where human movement occurs, appropriate attire must be worn. No jeans, hats, or inappropriate shoes will be allowed. If you are not prepared to be active in safe and appropriate attire you will be marked absent. *If you are absent on a day devoted to assessments or fail to pass a key assessment, there will be a makeup day at the end of the semester if needed.

Check the course schedule for the dates for assessment and activity days.
Appropriate student dispositions are essential in the making of a quality, beginning teacher. The way one acts, looks, participates, attempts, prepares, and feels about his/her self and profession are all part of the dispositions students will be assessed. These dispositions must be demonstrated on a daily basis throughout the semester.

Students will be expected to dress in appropriate attire suitable for a professional physical education teacher. Students will also be expected to act in a professional manner during each class. These dispositions will be assessed regularly and final grade point deductions (up to 10 points per occurrence) will be given to candidates who are unable to demonstrate basic professional dispositions.

CLASSROOM EXPECTATIONS:
Students should conduct themselves in a professional and mature manner.

This includes:
- Arrive on time.
- Make sure phones and other electronics are off.
- Take off hats and make sure attire is appropriate.
- Be prepared for class by reading assigned readings prior to the day the topic is discussed in class.
- Be prepared for class with a writing instrument, paper etc.
- Stay attentive and participate regularly in class discussions.
- It is okay - and expected - to ask questions when something is unclear!
- Be able to link course topics with the profession and realize the importance of mastery of such topics by the profession physical education specialist.
- Demonstrate complete academic honesty at all times.
- Do not pack up computers, notebooks or other materials until the class is dismissed.
- Use appropriate language.

Others as needed...

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

COURSE RUBRIC AND TENTATIVE COURSE SCHEDULE:
Both rubric and course schedule will be handed out separately from the syllabus.