Morehead State University  College of Science and Technology
Department of Health, Wellness and Human performances; Professional Education Unit

This is an on campus face to face course

HPE 303  Physical Education in the Secondary Schools  Spring 2013
Instructor:  Dr. Johnny Newsome
Office address:  217A Laughlin  Office Phone: 783-2469  e-mail:  j.newsome@moreheadstate.edu

Tentative office schedule. Call or e-mail for an appointment if these times do not work

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
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<th>F1/F2</th>
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<tbody>
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<td>9:10</td>
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<td>4:30-6:30</td>
<td>Aikido Club</td>
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Catalogue Course Description:  Educational theories, strategies and methods of teaching Physical Education at the secondary level. Emphasis on planning, implementing, and evaluating developmentally appropriate programs in Physical Education, Peer teaching, laboratory experiences and supervised experiences in the public schools are an integral part of this course.

**16 hours of field experiences are required.** Field experiences include school based observations with written reflections. A critical performance assessment is also conducted in this course. Candidates are required to design and implement a unit of instruction (TPA) at the middle or high school level which will include assessment and documentation of student learning.

Required Text:  Rink, J.  Teaching Physical Education for Learning

All students in this course are required to purchase a Folio 180 account.
To purchase Folio180 online or through the MSU Bookstore:
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180—we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia—preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.
**Conceptual Framework Outcomes (CFO’s):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learner Objectives of the Course (SLO):**

Each participant will be expected, by the conclusion of the course, to be able to:

1. Value student learning for every student as a primary goal of teaching.
   
   An assessment of candidate dispositions is included in this course.

2. Demonstrate understanding of methodologies and theories through examination and written work.

3. Plan and teach lessons using effective teaching concepts.

4. Reflect/evaluate lessons based on: Student performance and Teacher performance

5. Demonstrate competency in the use of computer technologies for lesson presentations and record keeping.

**NCATE/EPSB Alignment of CFO’s and SLO’s:**

<table>
<thead>
<tr>
<th>Aligned with Assessment</th>
<th>Kentucky Teacher Standards (KYS)</th>
<th>Kentucky Core Academic Standards (KCAS)</th>
<th>Education Professional Standards Board (EPSB)</th>
<th>NASPE Initial Teacher Standards</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>CFO: 3</td>
<td>SLO:</td>
<td></td>
<td>Professionalism</td>
</tr>
<tr>
<td>Chapter outlines</td>
<td></td>
<td>1,7</td>
<td>2.31, 2.34, 2.35</td>
<td>Scientific and Theoretical Knowledge, Impact on Student Learning.</td>
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<td>Quizzes</td>
<td>CFO: 1</td>
<td>SLO: 2</td>
<td>2.31, 2.34, 2.35</td>
<td>Scientific and Theoretical Knowledge, Instructional Delivery and Management.</td>
</tr>
<tr>
<td>Presentations</td>
<td>CFO: 3</td>
<td>SLO: 3,5</td>
<td>1.2, 3, 4, 6</td>
<td>Scientific and Theoretical Knowledge, Planning and implementation, Instructional Delivery, Professionalism</td>
</tr>
<tr>
<td>Software applications</td>
<td>CFO: 3</td>
<td>SLO: 3, 5</td>
<td>1.6</td>
<td>Assessment</td>
</tr>
<tr>
<td>PRAXIS practice</td>
<td>CFO: 1, 2, 3</td>
<td>SLO: 2</td>
<td>1.9, 2.31, 2.34, 2.35</td>
<td>Scientific and Theoretical Knowledge, Planning and Implementation, Professionalism</td>
</tr>
<tr>
<td>Journal Article Reviews</td>
<td>CFO: 1</td>
<td>1, 2, 3, 4, 6</td>
<td>1.6, literacy</td>
<td>Scientific and Theoretical Knowledge,</td>
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**Attendance:**
- CFO: 3
- SLO:

**Chapter outlines:**
- CFO: 1
- SLO: 2

**Quizzes:**
- CFO: 1
- SLO: 2

**Presentations:**
- CFO: 3
- SLO: 3, 5

**Software applications:**
- CFO: 3
- SLO: 3, 5

**PRAXIS practice:**
- CFO: 1, 2, 3
- SLO: 2

**Journal Article Reviews:**
- CFO: 1
<table>
<thead>
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<th>Assignment Descriptions:</th>
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<tr>
<td><strong>Assessment</strong></td>
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<td><strong>Attendance</strong></td>
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<td><strong>Chapter outlines</strong></td>
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<td><strong>Chapter quizzes</strong></td>
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<td><strong>Chapter presentation</strong></td>
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<td><strong>Computer Software Applications</strong></td>
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<td><strong>PRAXIS practice</strong></td>
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<td><strong>Journal Article Reviews</strong></td>
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<td><strong>Mini- TPA</strong></td>
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Peer teaching and Public school teaching

Peer teaching is assessed with pre-established grading criterion (on Blackboard). Public school teaching follows the same guidelines and includes TPA guidelines as well.

Disposition evaluation

This course includes candidate disposition evaluations from faculty and cooperating teachers where field teaching occurs. Format is pre-established by the Professional Education Unit.

Mid-Term Exam. Objective

Mid-term exam will be primarily objective questions. Chapter summaries and class notes will be allowed.

Final Exam Essay

The final exam will be cumulative and will include several essay questions covering major concepts of the course. These major concepts will be distributed and discussed as a study guide prior to the exam.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Lesson Plan/teaching/reflect</th>
<th>25%</th>
<th>A=100-90%</th>
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<tr>
<td></td>
<td>Classroom discussion/participation</td>
<td>10%</td>
<td>B=89-80%</td>
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<td></td>
<td>Chapter Presentations</td>
<td>10%</td>
<td>C=79-70%</td>
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<td></td>
<td>Quizzes/Exams</td>
<td>25%</td>
<td>D=69-60%</td>
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<td>Homework</td>
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<td></td>
<td>Total</td>
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Notes:

Homework includes but is not limited to: Chapter summaries, PRAXIS practice, computer software applications, journal article reviews.

Dress/Attendance policy:

Proper attire is expected. Students will at times be required to participate in physical activity. Students not dressed appropriately for physical activity may be counted as absent. During field experiences students are expected to dress in a manner that projects a positive image. Students who are acting in the role of peer teacher are expected to dress professionally and will be graded on appearance as well as performance. Details will be discussed in class.

Each student is allowed two absences without penalty. Each additional absence after two excused or not, will result in a reduction of 3 percentage points from the final grade. At the discretion of the instructor make up work may be allowed in certain circumstances in order to prevent a lowered grade due to absence. Some missed activities may not be made up. It is the student’s responsibility to approach the instructor regarding make up work.

Any assignments turned in late will automatically receive a 20% reduction in grade.

Absolutely no written work will be accepted after the last scheduled class day. No exceptions!

Dr. Newsome expects students to have personal integrity. Students who plagiarize papers or falsify records (such as field experience logs) may face immediate failure of the course and other disciplinary action.

Tentative Schedule of Topics:

Week 1  Introduction, History, Overview
Week 2  COPEC, NASPE, Chapter 1: Orientation to the text
Week 3  Chapter 2: Factors that influence learning & Chapter 4 Designing Learning Experiences
Week 4  Chapter 5: Task Presentation  Activity clinic
Week 5  Chapter 6: Content Analysis and Content Development  Peer Teaching
Week 6  Chapter 7: Developing a Learning Environment  Peer Teaching
Week 7  Chapter 8: Teacher Functions During Activity  Peer Teaching
Week 8  Review, Mid Term exam
Week 9  Teaching concepts  Public School Teaching
Week 10 Spring Break
Week 11 Chapter 9: Teaching Strategies  Public School Teaching
Week 12 Chapter 10: Student Motivation,  Public School Teaching
Week 13 Chapter 12: Assessment  Public School Teaching
Week 14 Chapter 13 Content-Specific Pedagogy  Public School Teaching
Week 15 Review or rescheduled topics.
**Americans with Disabilities Act (ADA)**  In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

**Academic Honesty**
Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at [http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html](http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html)

**Campus Safety Statement:**
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at [http://www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency)

*In an attempt to promote the use of technology, this syllabus plus a number of other course materials will be available on Blackboard. If a student has a preferred e-mail account other than his/her campus e-mail account it is highly recommended that he/she register the preferred account. It is also highly recommended that students regularly check Blackboard and their e-mail accounts.*