I. Course Description:

This course incorporates fundamentals, skills, and strategies of new and/or novel games and sports. There is a $20.00 course fee associated with KIN 234.

KIN 234 “Innovative Games and Sports” (2 credits) typically meets twice each week in 75 minutes segments for 15 weeks. While in class students participate in many different types of activities that involve movement and witness the proper way to teach activities in a gym environment. Students will have weekly out of class assignments including reading, preparing for an in-class presentation, and developing their strategy for classroom management. They will present different techniques that can be used in a gym setting and upload to D2L. These activities average a minimum preparation time of 4 hours of work each week.

II. Intended Learning Outcomes/Goals/Objectives:

This course supports SFA’s strategic plan Initiative #4: Develop a learner-centered environment.
This course supports SFA’s COE Goal #2: Prepare teachers, support personnel, and educational leaders.
This course supports the College of Education’s (COE) mission by preparing physical educators who are competent, caring, and enthusiastic. The vision of the COE coincides with the emphasis of this course upon academic excellence, life-long learning, cultural diversity, integrity, responsibility, and ethical behavior.

Program Learning Outcomes:

1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:

By the end of the course the student will be able to:
1. demonstrate a basic knowledge of rules, strategies, and terminology involved with many innovative activities and games (PLO 4,5).
2. demonstrate reasonable performance competency in various innovative activities (PLO1,4).
3. provide experiences for groups with a large number of participants (PLO 5).
4. develop a lead-up games approach to the teaching of traditional game skills (PLO1, 4,5).
5. understand and explain the safe procedures needed to operate adventure programs (PLO 5).
6. explain the basic skills needed to participate in adventure based programs (PLO 1,4,5).

Professional Organization Standards Incorporated:
This course also supports the following Physical Education Standards of the Texas State Board for Educator Certification.

Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

NASPE Standards Addressed:

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

Standard 2: 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

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

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

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

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

CAEP Standards addressed:

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 4: CONTENT KNOWLEDGE
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standards addressed:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and
collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**ISTE Standards** addressed:

**Standard 1:** Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

**Standard 3:** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

**Standard 4:** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

### Assignment and Standards Alignment

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>NASPE- National Association for Sport and Physical Education</th>
<th>CAEP- Council for the Accreditation of Educator Preparation</th>
<th>ISTE- International Society for Technology in Education</th>
<th>InTASC- Interstate Teacher Assessment and Support Consortium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes-</td>
<td>1.2, 1.2, 1.3, 1.4, 2.1, 2.3, 3.3, 4.3, 4.4, 4.5, 4.6, 6.4, 1.1, 1.3</td>
<td>3a</td>
<td>4i</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of course content through online quizzes</td>
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<tr>
<td>Lesson Plan Project</td>
<td>1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 3.5, 4.1, 2.4, 2.3, 4.4, 4.6</td>
<td>1.1, 1.3, 4.2</td>
<td>1b, 3d,</td>
<td></td>
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<tr>
<td>Students will develop a detailed lesson plan for K-5th and teach to a small group of K-5th grade students.</td>
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<tr>
<td>Student Observations-</td>
<td>6.2</td>
<td>1.3</td>
<td>9a</td>
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<tr>
<td>TC’s observe students (K-6) being physically active and in a PE setting</td>
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<tr>
<td>Professional Disposition-</td>
<td>6.1, 6.2, 6.3, 6.4</td>
<td>1.1, 1.3, 4.2</td>
<td>3d, 4c</td>
<td>2l, 9a, 9m, 9n, 9o</td>
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<td>A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.</td>
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**III. A. Course Assignments, Activities, Use of Technology:**
Assignments must be turned in on time on the due date. Ten percent (10%) of the score for each assignment will be deducted for late papers each day after the due date.

**Attendance and Daily Application Tasks (40%):**

Participation is a vital component for determining success in this course. It is strongly recommended that students attend all classes, engage in learning activities, and take notes during classes. Students with disabilities will have an appropriate adjustment for activity involvement to maximize participation. It is the student’s responsibility to disclose information to the instructor about specific disabilities which may hinder participation. (PLO:3,4)

Attendance (30%) will be taken at the beginning of each class. For 234, one percent of the attendance grade will be deducted for each absence unless the absence is documented with the Judicial Office. Attendance is 30% of the grade. Students will be considered tardy after class roll is called or after daily application tasks are distributed. If you are late and come into class after attendance 3 times, it will be considered one absence. If you are absent more than 8 times, you will fail the course, because it will be impossible for you to complete the work.

**Daily Application Tasks (10%)** This is a process-oriented class. Active learning and participation are the focus of the class. Therefore, students will participate in a variety of physical, individual, and group activities. These Daily Application Tasks (DATs) done during class time are assigned a point value – these activities cannot be made up unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine participation in class activities and class discussions.

**Group presentation (25%)** – For group presentation, students will develop lesson plans as well as management plan while working in groups. They will apply the lesson plan during their presentation. They will peer-evaluate not only others’ presentations, but also their own group presentation. After the presentation, the student will be required to turn in their reflection paper.

**Quizzes (10%)** -Students will be required to take 4-5 online quizzes and will need to login to the online learning system regularly for class information. Please contact the SHACK at 468-4357 if you have any problems accessing online quizzes or other technology problems. (PLO: 2)

**Individual Assignments (20%)** – One creative activity with assessment, a management plan, a reflection paper, and one scholarly article review assignment will be required for students. All assignments are directly related to developing group lesson plans for innovative games so that students can apply the lesson plan and teach it to the class. (PLO:1, 3, 4, 5)

**Professional conduct (5%)** – Students will be required to appear, think and behave professionally. Throughout the semester, each student, regardless of majors, will be evaluated based on Candidate Program Continuation Form (page 10).

B. Instructional Strategies

-Lecture, skills, practice, and in-class play will be utilized for instruction.

IV. Evaluation and Assessments (Grading):

The final grade in this course will be determined on the following factors:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; DATs</td>
<td>40%</td>
</tr>
<tr>
<td>Group Lesson Plan, management plan and Teaching</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Professional attitude</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=<59%
The PCOE Professional attitude information is stated later in the syllabus. Students are expected to display professional behavior during class time and interacting with the professor. Five points will be deducted for improper dispositions that are observed.

V. Tentative Course Outline/Calendar:

See the course outline on the last page of the Syllabus

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

- **Required Textbook**
  Innovative Games and Sports KIN 234 Activity Manual for this course, Stephen F. Austin State University

- **Recommended books**

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement.

In the COE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance: Students are expected to attend all classes and be on time. Attendance will be recorded. After 4 absences, each absence will deduct 5 percentage points off the total class average (TCA). A tardy is 1/4 of an unexcused absence. A student must notify the instructor prior to a university-sponsored trip that will cause an absence. Students should contact the office of Student Rights and Responsibilities (room 315 Rusk Bld., 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. Students will be allowed to makeup 3 weeks (6 days for a 2 day a week course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp). Makeup work for excused absences may consist of: written papers over missed material, online assignments, article searches, or others as assigned. No makeup work for unexcused absences will be given. Students who have 3 weeks (6 days) or more of excused and/or unexcused absences before the drop date will be required to drop the course. After the drop date, students with a total of 8 or more excused absences will be given a Withheld Grade (WH) and must retake the course within one calendar year from the end of the semester in which they receive a WH, or the grade becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three
weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

___ Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

___ Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

___ Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

___ Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
**Additional Information:**

**Code of Ethics for the Texas Educator:** The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtacSext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu
The Perkins College of Education Educator Certification Program is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Professional dispositions are assessed indirectly, based on candidates’ observable behavior in education settings (NCATE, 2010). During coursework and field experiences, faculty will assess the candidate’s demonstration of these professional dispositions and provide feedback about progress. Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. Faculty members work with all candidates using informal attempts to changes behaviors that include but not are limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with students.
2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel will interview the candidate and complete a Candidate Program Continuation Plan.
3. If the concern is not resolved, the candidate will be referred to the Professional Educators’ Program Continuation Review Panel. The Professional Educators’ Program Continuation Review Panel will interview the candidate and determine:
   a. If the candidate may continue in the program and meet conditions established by the panel, or
   b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.
4. Candidates may appeal the decision of the Professional Educators’ Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
   a. Copy of the Candidate Program Continuation Plan
   b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
   c. The dean will respond in a timely manner.
   d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.
Stephen F. Austin State University James I Perkins College of Education
Candidate Program Continuation Form (Part A)

To: _________________________ From:_________________________ Date:____________

All Stephen F. Austin State University candidates seeking educator certification are informed that the Teaching Preparation Handbook and individual departments set forth requirements for prospective educators and the expectations held for all educators. The purpose of this continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated.

In the SFA Classroom:

___ Poor Punctuality
___ Poor work quality
___ Dominates class discussion / group activities
___ Volatile / overly emotional
___ Lack of participation in class activity
___ Assignments not returned in a timely manner
___ Inappropriate behavior that distracts or disrupts the class
___ Poor attendance
___ Negative attitude
___ Inappropriate comments
___ Missing assignments
___ Inattentiveness (sleeping, texting, etc...)
___ Hostility to instructor
___ Lack of interest
___ Failure to meet class requirements
___ Hygiene issues
___ Unable to accept criticism
___ Unacceptable language
___ Cheating / Plagiarism
___ Lack of empathy / interest in teaching
___ Other:

At the Practicum / Student Teaching Site:

___ Lack of integrity in professional performance
___ Poor punctuality
___ Poor attendance in classes and field placement
___ Poor adherence to hours required of cooperating teachers
___ Inconsistent daily preparation to teach
___ Unacceptable language with children / youth
___ Requires excessive guidance
___ Displays non-professional behavior
___ Evidence of cheating
___ Inappropriate social interaction with pupils / teachers
___ Inappropriate physical contact with pupils / teachers
___ Failure to be open to new ideas
___ Displays hostilities toward teachers
___ Failure to interact with all learners
___ Lack of interest in teaching
___ Lack of empathy, interest, or care for students
___ Lack of self-control in the classroom setting
___ Volatile / overly emotional reactions under stress
___ Deficient in instructional skills
___ Lack of knowledge of content
___ Does not participate in public school campus activities
___ Refusal to accept constructive suggestions
___ Does not work well with others
___ Displays negative attitudes
___ Does not take initiative in group projects / work
___ Dominates group discussion / activities
___ Does not complete individual assignment/work for group project
___ Unable to interact effectively with children/youth collaboration
___ Ineffective use of written / oral language
___ Hygiene issues
___ Does not willingly help other candidates
___ Failure to implement constructive suggestions
___ Other
IX. Additional Policies:

- Cell phones should be turned off during class (even if they are in your backpack). No other electronic devices are permitted in the class unless approved by the instructor.
- No objects may be on a person that will hinder their participation in physical activities or endanger other students (i.e. cell phones, excessive jewelry, etc.)
- Proper modest athletic attire and shoes should be worn during class that will allow for movement and safety during class. Street clothes, tank tops, cutoffs, boots, mid-drifts, spaghetti straps, sagging, etc. are not allowed. **Students who are not dressed in proper attire will be counted tardy.**
- Makeup exams will be allowed for excused absences as stated in the Academic Affairs Policies. The instructor should be notified prior to the exam if the student is going to be absent. Students are responsible for scheduling make-up tests and are to be made up within one week of the exam date.
- Students who are injured or are unable to participate must have documentation from a trainer/doctor and will be given modifications to the activities or alternative assignments.
- Any behavior that would disrupt classroom instruction will not be tolerated and the student will be asked to leave and must meet with the instructor before re-admittance to the class.
- Health insurance is **not** provided by the university or the Department of Kinesiology and Health Science.
- No beverages, food, or tobacco are permitted in class.
- Lockers are available by contacting the locker room attendant.
Fill out and return this page to the professor

**Student Information Sheet**

Full Name:_______________________________      Name you go by:_____________________

Hometown & High School _______________________  Transfer Student(Y/N) from ________

Classification: Fr  So  Jr  Sr    Major _____________  Minor __________  Local Phone # _____

Seeking Teacher Certification (Y / N )       Career/Future Job ____________________________

Hobbies or favorite activities _____________________________________________________
_________________________________________________________________________

Activity/Sports History

Place an X in the areas of your sport/activity experiences. You may add to the list of sports/activities and your experience.

<table>
<thead>
<tr>
<th>Sport/Activity</th>
<th>Junior High Team</th>
<th>High School Team</th>
<th>College Intramurals</th>
<th>NCAA College Team</th>
<th>Adult City League</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
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<td>Softball</td>
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<td>Basketball</td>
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<td>Golf</td>
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I have read the Syllabi for KIN 234 and understand all of the requirements for the course

Printed Name  _____________________________________________________

Signature  _____________________________________________________

Date  ________________
### Tentative Course Outline/Calendar

**KIN 234.2 MW – Innovative Games and Sports**

This calendar is subject to change due to possible scheduling conflicts regarding the use of facilities for special activities.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/26</td>
<td>Orientation, Information Sheet, Go over Syllabus Introduction to Movements Concepts</td>
<td></td>
</tr>
<tr>
<td>2 8/28</td>
<td>Performance Skills Concepts and Creative Games: Juggling, PacMan, Hula Hoop tag, Monster ball, Quidditch, Pillow polo etc. Classroom management (protocols).</td>
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<tr>
<td>2 9/2</td>
<td>Coordination Can you teach this skill? What is a warm-up, cool-down? Why are they important. Warm-up Dynamic; Cool-down Static</td>
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<tr>
<td>2 9/4</td>
<td>Coordination: Juggling Instructional Organization (SPET) Warm-up &amp; Cool Down</td>
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<tr>
<td>3 9/9</td>
<td>Rhythmic Activities Movement concepts: Space, Body, and Effort Music plays while participating Group Work (Worksheet) <strong>Quiz 1:</strong> Juggling and Instructional Organization</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>3 9/11</td>
<td>Rhythmic Activities (Space, Body, Effort Concepts) Peer teaching</td>
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<tr>
<td>4 9/16</td>
<td>Agility, Reaction time, and Balance Tag games: PacMan—Muscles Cross-Curriculum Health Hula hoop tag <strong>Quiz 2:</strong> Movement Concepts</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>4 9/18</td>
<td>Agility, Coordination &amp; Speed Builders and Bulldozers in different situations Locomotor &amp; Manipulative skills</td>
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<tr>
<td>5 9/23</td>
<td>Power &amp; Accuracy Teach throwing and catching. Monster Ball <strong>Article Review 1 due</strong> (D2L).</td>
<td>Article Review 1 due</td>
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<tr>
<td>5 9/25</td>
<td>Accuracy: Frisbee Golf Target games.</td>
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<tr>
<td>6 9/30</td>
<td>Accuracy: Frisbee Golf Modified games</td>
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<tr>
<td></td>
<td>Month</td>
<td>Activity/Event</td>
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<td>6</td>
<td>10/2</td>
<td>Pillow Polo</td>
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<td>7</td>
<td>10/7</td>
<td>Flickerball (Football and Rugby) &amp; Introduction to Quidditch</td>
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<td>One Creative Activity with assessment and a management plan should be uploaded into D2L by October 7.</td>
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<tr>
<td></td>
<td>10/9</td>
<td>Presentation of Creative Activities</td>
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<tr>
<td>8</td>
<td>10/14</td>
<td>Online Assignment - Analysis of Quidditch</td>
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<tr>
<td></td>
<td>10/16</td>
<td>Presentation of Creative Activities</td>
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<tr>
<td>9</td>
<td>10/21</td>
<td>Quidditch: Rules, Skills, and Strategies</td>
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<tr>
<td></td>
<td>10/23</td>
<td>Quidditch and modified games</td>
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<td>10</td>
<td>10/28</td>
<td>Sink the Bismarck (History) Play song-WarBall</td>
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<td>10/30</td>
<td>Group Work</td>
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<tr>
<td>11</td>
<td>11/4</td>
<td>All group lesson and management plans should be uploaded into D2L by November 4 at 12:00pm</td>
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<tr>
<td></td>
<td>11/6</td>
<td>Group Presentation</td>
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<tr>
<td>12</td>
<td>11/11</td>
<td>Group Presentation</td>
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<td>11/13</td>
<td>Group Presentation</td>
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<tr>
<td>13</td>
<td>11/18</td>
<td>Group Presentation</td>
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<tr>
<td></td>
<td>11/20</td>
<td>Discussion of Group Work and Reflective Teaching</td>
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<tr>
<td>14</td>
<td>11/25,27</td>
<td>Thanksgiving Break</td>
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<tr>
<td>15</td>
<td>12/2</td>
<td>Innovative Games &amp; Sports</td>
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<tr>
<td></td>
<td>12/4</td>
<td>All group lesson and management plans should be uploaded into D2L by December 4</td>
</tr>
<tr>
<td>16</td>
<td>12/9-13</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Note: Attendance and participation will be strictly documented during the first three weeks of the semester. Students who do not attend or do not participate in class will be reported. This is necessary for complying with federal regulations regarding financial aid.