I. Course Description:

Individual Games & Sports is a two-credit course offered by the Department of Kinesiology and Health Science. It is a professional activity course that provides experiences that lead to a general understanding of selected individual sport and lifetime activities. The knowledge, skills, and abilities derived upon successful completion of this course will aid the student in his/her development as a participant and as a future physical educator relating to the selected individual sport and lifetime activities. There is a $20.00 course fee associated with KIN 236.

Course Justification – “Individual Games & Sports (2 credits) is a physical activity-based class that meets 150 minutes of class time each week in 75-minute segments for 15 weeks. Students are expected to work individually as well as in a group of 2-4 students. They create learning activities that can apply to different individual games and sports. Every student is required to develop a sequence of learning activities for individual games and sports. They share their work with their teammates and then they present a learning activity to the class. Outside assignments consist of reading materials, observing team sports, developing sequence of learning steps, studying for quizzes, and preparing group presentations. The outside class assignments will require at least 4 hours of outside work each week.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes / Goals / Objectives (Program/Student Learning Outcomes):

The course aligns with the Perkins College of Education mission and core values by providing future physical education teachers with opportunities to learn traditional as well as new as well as multi-cultural individual games through innovative pedagogical instructional models.

This course aligns with:

National Standards for Initial Physical Education Teacher Education (2008) and National Association for Sport and Physical Education (NASPE)

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-Based 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.

SFA B.S. Kinesiology Program Learning Outcomes (PLOs):

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.
This course links with PLO #1, #4, #5.

Student Learning Outcomes (Course Objectives)

Upon completion of the course, each student will be able to:

1. Demonstrate proficient skill execution in a variety of individual games and sports (NASPE 2, PLO 1, 4).
2. Demonstrate an understanding of the tactical similarities between a variety of individual games and sports through experiences in game play and modified game play (NASPE 1, 2, PLO 1, 4).
3. Demonstrate a tactical understanding of games by selecting and performing the necessary skill and/or movements required to solve tactical problems that occur during game play (NASPE 1, 2, PLO 1, 4).
4. Demonstrate an understanding of rules and procedures of games and sports by applying them during game play and within more abstract settings (NASPE 1, PLO 1, 4, 5).
5. Demonstrate behaviors that indicate sensitivity for the uniqueness of others as well as the belief that all students can learn and contribute to group tasks (NASPE 6, PLO 4).
6. Demonstrate an understanding of professional behavior by interacting respectfully with others and cooperating in the set-up, takedown, and care of equipment and facilities (NASPE 6, PLO 4).
7. Demonstrate concern for his or her own development of game and sport performance and view it as a requisite for teaching as a professional physical educator (NASPE 2, PLO 5).
8. Demonstrate concern for their classmate’s game/sport performance development and view it as a requisite for the maintenance of optimal learning environment in PE (PLO 5).
9. Be able to accurately conduct game/sport performance analyses for a variety of individual games including detection/correction of performance errors (NASPE 1, PLO 1).
10. Exhibit a basic understanding of the proper progression of skills and tactics from simple to complex as related to a variety of individual games and sports (NASPE 1, PLO 1, 5).
11. Demonstrate understanding of current technology by completing assignments and assessments that require operation of video and computer equipment (NASPE 1, PLO 4).
12. Understand how to enhance game performance at different developmental levels (PLO 1, 4, 5).
13. Identify major tactical problems for scoring, prevention of scoring and restarting play in a variety of individual games and sports (NASPE 1, 2, PLO 4).
14. Demonstrate dispositions essential to becoming effective professionals (NASPE 6).
15. Utilize the reflective cycle to change teaching performance after leading mini-lessons (NASPE 3,4,5).
Assessments in this course align with the following additional professional teacher education related standards:

<table>
<thead>
<tr>
<th>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>Skill and Gameplay Analysis Teacher Candidates (TCs) demonstrate the ability to perform, observe, analyze, and remediate skills in a variety of individual games and activities to improve performance in individual games and sports. Some skill performance will be videotaped in class using IPAD technology while other skills/gameplay will be performed live and students will provide a partner with feedback</td>
<td>1.1, 1.2, 1.3, 1.5, 2.1, 2.3</td>
<td>1.1, 1.3, 4.2</td>
<td>2d, 3a, 3d, 4c, 5b, 4j, 4k, 4l, 4n, 4o</td>
<td>5i, 6j, 6q,</td>
</tr>
<tr>
<td>Documentation:</td>
<td>Skill Analyses: - Analyze individual performance - Identify errors in individual performance Behaviors &amp; practices to remediate individual performance</td>
<td>Documentation: Game Performance Assessment Instrument- (GPAI) score sheet(s)</td>
<td>GPAI self and peer assessments sheet with ratings completed</td>
<td>A concluding statement of the player (strengths and weaknesses) in general based upon your observations throughout gameplay</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Quiz 1 Major tenets of and rationale for using A Tactical Games Approach for teaching Net/Wall and Target Games (inquiry based teaching style)</td>
<td>Quiz 2 Rules, skills, tactics for Peteka gameplay Quiz 3 Rules, skills, tactics for badminton gameplay Quiz 4 Rules, skills, tactics for modified</td>
<td>Quiz 3 Rules, skills, tactics for modified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</td>
<td>1.1, 1.3</td>
<td>3a</td>
<td>2g, 3i, 3j, 3k, 3p, 3q, 3r, 4j, 4k, 4l, 4n, 4o, 5i, 5s, 7j, 7k, 7n</td>
</tr>
</tbody>
</table>
### Pickleball gameplay

**Quiz 5**
Rules, skills, tactics for Target games/sports (Bowling, Bocce)

<table>
<thead>
<tr>
<th><strong>Lesson and management plans</strong></th>
<th>1.1, 1.3</th>
<th>1.a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop a detailed lesson plan that will include: equipment list, Instant activity/warm-up, instruction, practice time and closing activity. Also they will create a management plan. They will teach in a small group using inquiry- based teaching model</td>
<td>1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.3</td>
<td>1.1, 1.3, 4.2</td>
</tr>
</tbody>
</table>

### Professional Resources Assignment

For individual games and sports, demonstrate the ability to identify professional resources.

**Resources Documentation using APA style:**
- Two Internet resources
- Two magazine resources or professional journal resources (e.g. JOPERD)
- Two video resources
- Two physical education pedagogy book resources

| 1.1, 1.2, 1.3, 1.5 | 1.1, 1.3 | 3a, 3d, 4a, 5a | 4j, 4k, 4l, 4o, 4p, 4q |

### Group Project (Game Creation)

Students demonstrate understanding of individual games and sports by working with a small group to create their own game/activity, teach it to a small group of peers and use technology to creatively portray key aspects of and information to motivate others to play.

**Documentation:**
- Completed create-a-game/activity lesson plan and management plan
- Teach game to class

| 1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5, 5.2, 5.3 | 1.1, 1.3 | 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 2a, 2c, 2j, 2m, 3a, 3c, 3d, 3f, 3g, 3i, 3j, 3k, 3l, 3m, 3n, 3q, 3r, 4a, 4d, 4f, 4h, 4j, 4l, 4o, 4r, 5i, 5l, 6n, 7a, 7c, 7e, 7j, 7k, 7l, 7n, 7p, 7q, 8a, 8b, 8c, 8d, 8e, 8f, 8h, 8i, 8j, 8l, 8m, 8n, 8p, 9a, 9g, 9l |

### Assignments-

Students will submit sequences of learning activities and review one scholarly journal article relating to topics discussed and covered in class throughout the semester.

| 1.1, 1.2, 1.3, 1.4, 3.2, 3.4, 3.5, 3.6, 3.7, 4.3 | 1.3 | 1a | 1d, 1e, 2a, 2h, 4b, 4l, 5h, 5j, 6b, 7a, 7b, 7c, |

### Professional Disposition- A combination of teacher and self-assessments will be used three times each to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.

| 6.1, 6.2, 6.3, 6.4 | 1.1, 1.3, 4.2 | 3d, 4c | 2l, 9a, 9m, 9n, 9o |
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

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. 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.

Skill and Gameplay Analysis (10%) – Students will demonstrate the ability to perform, observe, analyze, and remediate skills to improve performance in individual games and sports. Some skill performance will be videotaped in class while other skills will be performed live and students will provide a partner with appropriate feedback.

Quizzes (10%) – Students will demonstrate knowledge of course content through online quizzes.

Lesson and Management Plans (Group and individual) (25%)

Group Project (Game Creation) (15 %) – Students demonstrate understanding of individual games and sports by working with a small group to create their own game/activity, teach it to class and use technology to creatively portray key aspects of and information to motivate others to play. Documentation includes completed their creative game/activity lesson plan and management plans. They will peer-evaluate not only the presentations of other groups, but also their own group presentation. After the group presentation, each student will be required to turn in an individual reflection paper based on their experience during group work.

Working in groups, students will develop a group lesson plan and management plan and demonstrate them during their presentation. Each group will be evaluated for their group performance and individual performance. They will peer-evaluate not only the presentations of other groups, but also their own group presentation. After the group presentation, each student will be required to turn in an individual reflection paper based on their experience during group work.

Individual Lesson and Management Plans (10 %) – Students will develop a detailed lesson plan that will include: equipment list, Instant activity/warm-up, instruction, practice time and closing activity. They will teach in a small group using inquiry-based teaching model. Individual lesson plan should not be the same as their group lesson plan in terms of skill development or skill learning. After individual microteaching, each student will be required to turn in an individual reflection paper based on their experience during microteaching.

Individual assignment (15 %)- Students will be required to submit sequences of learning activities for units. All assignments are directly related to developing their lesson plans for innovative games so that students can apply the lesson plan and teach it to the class. (PLO:1, 3, 4, 5)

Note: All assignments, unless specified by the instructor, must be typed. No work will be accepted unless it is typed. No late work will be accepted without special permission. Absence is no excuse for not knowing.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and DATs</td>
<td>40%</td>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>Skill Analysis &amp; Game Play Analysis</td>
<td>10%</td>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>15%</td>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>Lesson plans, Management Plans, &amp; Teaching</td>
<td>25%</td>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
<td>F</td>
<td>&lt;59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

➢ Note: This course requires a minimum grade of C for graduation

V. Tentative Course Outline / Calendar:

See the course outline on the last page of this document

VI. Readings (Required and Recommended – including texts, websites, articles, etc.):

- **Required Textbook**

- **Recommended Textbooks**

VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken 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. Therefore, your response is critical!

In the College of Education, 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 and Preparation for Class:

**SFA Attendance 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 a 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 (including the first 12 day attendance report) 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.

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily Application Tasks (DATs), completed during class cannot be made up. Test material comes from class – if you miss class you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 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. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

There is a 10-point perfect attendance bonus at the end of the semester – no absences or tardies of any kind earns the bonus.

Students with Disabilities Policies (6.1 & 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, 468-3004/468-1004 (TDD) 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/ . Location: Human Services Building, room 325. Phone: (936) 468-3004. It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Student Academic Dishonesty Policy (4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction.

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, resubmission 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).

Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

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 6.140]. 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. Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.

Student Code of Conduct Policy (10.4): Acceptable Student Behavior

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program at SFA. Information regarding the Early Alert program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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.


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.
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/ <http://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.

Insurance:

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Electronic Devices:

Cell phone use (including TEXTING) is not permitted during class. To prevent disruption of class due to cell phones, all cell phones must be turned to silent and placed out of sight and remain out of sight during class. Please remove any earpieces or Bluetooth devices during class. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

Laptops and tablets may be used for NOTE TAKING ONLY, unless directed by the instructor for assignments during class. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Use of other devices such as iWatches, phones or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices may be requested to leave the classroom. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

General Classroom Civility:

Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, text, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals (NASPE Standard 6). Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

Exam Conduct:

- You may not wear sunglasses during an exam
- You will be asked to either remove your hat or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk
• Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
• No food or drinks will be allowed during exams - this includes water and gum
• Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
• All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.
Appendix 1

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
Appendix 2

Lesson Plan Guidelines

• **Equipment**
  A complete list of all needed equipment with specific numbers should be included on the lesson plan and the Equipment Request Form (found at the end of this document) should be filled out and turned in also.

• **Instant Activity/Warm-up (3-5 Minutes)**
  A sport specific activity (time, organization, etc.) as a warm-up that consists of detailed instructions must be designed. You may do a mini-game as warm-up or alternate dynamic stretches. Static stretches may be used as a cool-down.

• **Skill Instruction**
  Should include a detailed description of how to perform the skill/skills being taught. Utilize the textbook for the description and you must cite source. If you utilize another source, MUST include a detailed reference of the source. Take into consideration body positioning and specific body movements for each part of skill. A demonstration and explanation of the skill should occur in presentation. Skill instruction can be done by one student teacher to the entire group or each student teacher can teach the skills to a specific group.

• **Practice Time (Sequence)**
  Include a detailed description of an effective skill practice session that maximizes student engagement in learning activity. Practice time should be designed to organize students, space, and time, equipment, and safety to practice in order to maximize student engagement in learning activities. However, students should not be placed in a competitive situation to practice skills. A demonstration of the practice time skill/skills should be given to the class. Partner practice time should be utilized if it is appropriate for the skill being taught. (Most basic skills can utilize practice with a partner.) This maximizes the number of times students practice the skill. After partner practice, can utilize other group practice time formations (shuttle, parallel lines, semi-circle formation, or other innovative drill formations).

• **Closing Activity**
  The closing activity should include a detailed description of an activity/mini-game that emphasizes the skill/skills taught in the lesson. The closing activity should not be another skill. Rather it should be an enjoyable and short activity so that the students can remember the lesson and expect the/a next lesson. As such scaffolding, a brief process of reviewing skill learned in the lesson is effective. Utilize small group activities designed to allow for maximum student participation is suggested. The closing activity should be demonstrated for the class.
# Appendix 3. Grading Rubric for Lesson Plan

<table>
<thead>
<tr>
<th>Equipment List</th>
<th>Target (3,000 pts)</th>
<th>Acceptable (2,000 pts)</th>
<th>Unacceptable (1,000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan has complete list of specific amount of equipment needed to meet learning objectives and maximize student learning, time and activity. Equipment request form filled out properly. (5 points)</td>
<td>List does not include all (1-2 missing) equipment to maximize learning objectives and minimizes student activity time. List does allow for meeting basic learning objectives. (4-3 points)</td>
<td>Equipment list is insufficient to meet the learning objectives and/or does not list specific amounts of equipment to maximize student learning, activity and learning on lesson plan and no equipment request form. (2-0 points)</td>
<td></td>
</tr>
<tr>
<td>Texas Essential Knowledge and Skills (TEKS)</td>
<td>The lesson objectives align with the state TEKS objectives for the fitness, psychomotor, cognitive, and affective domains. Objectives are developmentally appropriate for age group listed (activities are not too easy or difficult). TEKS/objectives are appropriate for the specific lesson plan components. Objectives are observable and measurable. (16-14 points)</td>
<td>Lesson objectives are not aligned with one of the learning domains or one of the corresponding state TEKS. Objectives show sufficient alignment to meet lesson objectives. (13-11 points)</td>
<td>Lesson objectives are aligned with only two of the learning domains and corresponding state TEKS. Objectives are not observable or measurable. Objectives listed do not demonstrate the ability to meet basic lesson objectives. (10 – 0 points)</td>
</tr>
<tr>
<td>Activity Description NASPE-INI-2008.1.1</td>
<td>Description of activity is sequential in progression of difficulty. Description is detailed in describing all parts of the activity including all instructions and skill cues. Activity incorporates safety measures and effective physiological and biomechanical principles (31-29 points)</td>
<td>Description of activity is sequential in progression of difficulty and includes all of the skill cues. Activity is safe and incorporates physiological and biomechanical principles. Description is lacking detail (i.e. 1-2 minor components) in fully explaining all parts of skill instruction. (29-22 points)</td>
<td>Description of activity is not sequential and is missing key skill cues. Description is not sufficient in explaining major components of skill instruction. (21-0 points)</td>
</tr>
<tr>
<td>Adaptation for Students with Disabilities NASPE-INI-2008.3.5</td>
<td>Adaptation for specific disability is sensitive to students physical and/or cognitive needs and maximizes student participation in the activity without hindering other students. Adjustments address adaptations to equipment and skills. Descriptions of the adjustments are detailed. (6 points)</td>
<td>Adaptation for specific disability is sensitive to students physical and cognitive needs and maximizes student participation. Adjustments may hinder maximum activity time for other students. Description of activity is missing 1-2 components. (5-4 points)</td>
<td>Adaptation does not take into consideration the students cognitive or physical needs and does not maximize their participation. Adaptation hinders other student’s activity time to a minimum. (3-0 points)</td>
</tr>
<tr>
<td>Organization NASPE-INI-2008.3.4</td>
<td>The organization of the students and managerial practices maximizes activity time and on-task behavior. Gym layout maximizes use of space and creates a safe environment. The descriptions give specific details and students are grouped appropriately for each component of the lesson (i.e., either homogeneously or heterogeneously based on the activity). (9-8 points)</td>
<td>Students are grouped appropriately for the components of the lesson (i.e., either homogeneously or heterogeneously based on the activity). Gym layout sufficiently maximizes use of space and creates a safe environment. Description is lacking (i.e. 1-2 instructions or components) detail to fully explain the organizational structure. (7-6 points)</td>
<td>Students are grouped inappropriately to maximize activity time and on-task behavior. Gym layout does not maximize use of space and creates a potentially unsafe environment. (5-0 points)</td>
</tr>
<tr>
<td>Assessments of Health Related Discussion (Cognitive) and Psychomotor Skills NASPE-INI-2008.5.1</td>
<td>Assessment of the lesson consists of effective evaluation of all components listed in the lesson plan component. Assessment includes criteria for student mastery. Description of the assessment is detailed and is missing no components. (20-19 points)</td>
<td>The assessment effectively assesses the material and objectives listed in the lesson plan. Assessment includes criteria for student mastery. The description of the assessment is missing 1-2 components to fully describe the assessment or does not evaluate all of the components presented. (18-15 points)</td>
<td>Assessments do not evaluate concepts covered. No criteria for success is listed. The description of the assessment is lacking major components to describe the assessment. (15-0 points)</td>
</tr>
<tr>
<td>Spelling/Grammar</td>
<td>Project contains no grammar or spelling usage errors. (10 points)</td>
<td>Project contains no more than three grammar/spelling usage errors. (9-7 points)</td>
<td>Project contains more than three grammar/spelling usage errors. (6-0 points)</td>
</tr>
<tr>
<td>Source/References</td>
<td>All appropriate references are listed for all the lesson plan components. All related information is included in the source. (4 points)</td>
<td>References are listed for all components. Citation is in its basic format and no related information is included. (3 points)</td>
<td>Reference list is ambiguous and source cannot be determined.</td>
</tr>
</tbody>
</table>

### Grading Rubric for Lesson Plan

- **Target (3,000 pts)**
  - Equipment List
  - Texas Essential Knowledge and Skills (TEKS)
  - Activity Description NASPE-INI-2008.1.1
  - Adaptation for Students with Disabilities NASPE-INI-2008.3.5
  - Organization NASPE-INI-2008.3.4
  - Assessments of Health Related Discussion (Cognitive) and Psychomotor Skills NASPE-INI-2008.5.1
  - Spelling/Grammar
  - Source/References

- **Acceptable (2,000 pts)**
  - Equipment List
  - Activity Description NASPE-INI-2008.1.1
  - Adaptation for Students with Disabilities NASPE-INI-2008.3.5
  - Organization NASPE-INI-2008.3.4
  - Assessments of Health Related Discussion (Cognitive) and Psychomotor Skills NASPE-INI-2008.5.1
  - Spelling/Grammar
  - Source/References

- **Unacceptable (1,000 pt)**
  - Equipment List
  - Texas Essential Knowledge and Skills (TEKS)
  - Activity Description NASPE-INI-2008.1.1
  - Adaptation for Students with Disabilities NASPE-INI-2008.3.5
  - Organization NASPE-INI-2008.3.4
  - Assessments of Health Related Discussion (Cognitive) and Psychomotor Skills NASPE-INI-2008.5.1
  - Spelling/Grammar
  - Source/References

**Unacceptable (1.000 pt)**

- Equipment list is insufficient to meet the learning objectives and/or does not list specific amounts of equipment to maximize student learning, activity and learning on lesson plan and no equipment request form. (2-0 points)

- Lessons objectives are aligned with only two of the learning domains and corresponding state TEKS. Objectives are not observable or measurable. Objectives listed do not demonstrate the ability to meet basic lesson objectives. (10 – 0 points)

- Adaptation does not take into consideration the students cognitive or physical needs and does not maximize their participation. Adaptation hinders other student’s activity time to a minimum. (3-0 points)

- Students are grouped inappropriately to maximize activity time and on-task behavior. Gym layout does not maximize use of space and creates a potentially unsafe environment. (5-0 points)

- Assessments do not evaluate concepts covered. No criteria for success is listed. The description of the assessment is lacking major components to describe the assessment. (15-0 points)

- Project contains more than three grammar/spelling usage errors. (6-0 points)

- Reference list is ambiguous and source cannot be determined. 2-0 points
### Tentative Course Outline / Calendar

**KIN 236.002 (MWF)**

*This schedule is tentative and subject to change due to possible scheduling conflicts regarding the use of facilities for special activities. All changes, if any, will be announced in class.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/15</td>
<td>Orientation, Introduce the Course</td>
</tr>
<tr>
<td></td>
<td>1/17</td>
<td>Introduce Games Classification and Categories</td>
</tr>
<tr>
<td>2</td>
<td>1/20</td>
<td>(No Class - Martin Luther King Jr.)</td>
</tr>
</tbody>
</table>
|      | 1/22        | Games Categories  
|      |             | Tactical Games Explanation (notes)  
|      |             | Introducing Teaching Games for Understanding Model and Tactical Games Curriculum Model |
|      | 1/24        | Games Categories: Target, Field, Net/wall, and Invasion  
|      |             | Fitness Performance  
|      |             | Authentic skill assessment |
| 3    | 1/27        | Net Games 1: Peteka  
|      |             | Maintaining a rally/setting up to attack by creating space on the opponents side of the net, Winning the point, Defending space  
|      |             | **Quiz 1: Game Classification** |
|      | 1/29        | Peteka and Sequence  
|      |             | Game variations (doubles and triples play)  
|      |             | Maintaining a rally/setting up to attack by creating space on the opponents side of the net, Winning the point, Defending space  
|      |             | GPAI Skill Analysis |
|      | 1/31        | Peteka Game Analysis and Sequence  
|      |             | Online Resource |
| 4    | 2/3         | Peteka Game Analysis  
|      |             | **Quiz 2: Peteka** |
| 2/5  | Net game 2: Paddleball/Pickleball  
|      | Introduction to Paddleball/Paddleball |
| 2/7  | Paddleball/Pickleball  
|      | Basic Rules, Skills, and Strategies |
| 5    | 2/10        | Pickleball and Sequence  
|      |             | Maintaining a rally/setting up to attack- by creating space on the court---forehand, backhand, drop shot, serve  
|      |             | Creating space as a team (doubles) |
| 2/12 | Pickleball and Sequence  
|      |             | Gameplay  
|      |             | Authentic skill assessment  
|      |             | **Quiz 3: Pickleball** |
| 2/14 | Net game 3: Badminton  
|      | Basic Rules, Game skills, and Game Strategies |
| 2/17 | Badminton  
|      | Maintaining a rally/setting up to attack- by creating space on the court---forehand, backhand, drop shot, serve  
|      | home base  
|      | Tactical problems, decisions and skills |
| 2/19 | Badminton  
<p>|      | Winning the point—volley, smash |
|      |             | Article Review |
|      |             | S.1:Sequence of Peteka skills |
|      |             | S.2: Sequence of Pickleball skills |</p>
<table>
<thead>
<tr>
<th></th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>2/21</td>
<td>Individual Games &amp; Sports</td>
<td>Defending space – recovery to home base Doubles play Badminton — Defending space – recovery to</td>
</tr>
<tr>
<td>7</td>
<td>Individual Games &amp; Sports</td>
<td>Doubles play Badminton Peer teaching Authentic skill assessment</td>
</tr>
<tr>
<td>7</td>
<td>Quiz 4: Badminton</td>
<td>S.3: Sequence of Badminton skills</td>
</tr>
<tr>
<td>2/24</td>
<td>Individual Games &amp; Sports</td>
<td>Badminton Game Doubles play Badminton</td>
</tr>
<tr>
<td>26</td>
<td>Target games/sports (Accuracy)</td>
<td>Target Game 1: Bowling Basic rules, skills, and strategies for Bowling</td>
</tr>
<tr>
<td>2/28</td>
<td>Target Game 2: Bocce</td>
<td>Basic rules, skills and strategies</td>
</tr>
<tr>
<td>8</td>
<td>Individual Games &amp; Sports</td>
<td>Bocce and Sequence Game Skills and Strategies</td>
</tr>
<tr>
<td>3/2</td>
<td>Individual Games &amp; Sports</td>
<td>Bocce and Sequence Peer teaching Authentic skill assessment</td>
</tr>
<tr>
<td>3/4</td>
<td>Individual Games &amp; Sports</td>
<td>Bocce and Sequence Peer teaching Authentic skill assessment</td>
</tr>
<tr>
<td>3/6</td>
<td>Individual Games &amp; Sports</td>
<td>Bocce and Sequence Quiz 5: Bowling and Bocce S. 4: Sequence of Target games skills</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break</td>
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</tr>
<tr>
<td>3/16</td>
<td>Individual Games &amp; Sports</td>
<td>Introduction to Frisbee Golf Basic Rules, Skills and Strategies</td>
</tr>
<tr>
<td>3/18</td>
<td>Individual Games &amp; Sports</td>
<td>Frisbee Golf and Sequence Tactical Reality Golf</td>
</tr>
<tr>
<td>3/20</td>
<td>Individual Games &amp; Sports</td>
<td>Frisbee Skills using peer teaching GPAI Skill Analysis Sign-ups for Group presentation S.5: Sequence of Frisbee skills</td>
</tr>
<tr>
<td>11</td>
<td>Individual Games &amp; Sports</td>
<td>Group Project: Game Creation (Target Games/ Sports) Group lesson plan (Sequence), Equipment List</td>
</tr>
<tr>
<td>3/25</td>
<td>Individual Games &amp; Sports</td>
<td>Group Project: Game Creation Sequence and modified games</td>
</tr>
<tr>
<td>3/27</td>
<td>Individual Games &amp; Sports</td>
<td>Group Project: Game Creation Organizational Instruction and Management Plan,</td>
</tr>
<tr>
<td>12</td>
<td>Individual Games &amp; Sports</td>
<td>Group Project: Practice Every group should upload all group materials into D2: by 11am regardless of their presentation dates Group materials Due</td>
</tr>
<tr>
<td>4/1</td>
<td>Group Presentation I</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Group Presentation II</td>
<td></td>
</tr>
<tr>
<td>4/6</td>
<td>Group Presentation III</td>
<td></td>
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<tr>
<td>4/8</td>
<td>Group Presentation IV</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Group Presentation V</td>
<td>Reflection Paper I</td>
</tr>
<tr>
<td>4/13</td>
<td>Discussion - Group presentation, Reflection, and Individual project</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>Individual Lesson Plan (Goals, Concepts, Activity, Equipment)</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>Individual Lesson Plan (Sequence and Modified games)</td>
<td></td>
</tr>
<tr>
<td>4/20</td>
<td>Individual Organizational instruction and Management Plan</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>Individual Microteaching</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
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<tr>
<td>4/24</td>
<td>Individual Microteaching</td>
<td></td>
</tr>
<tr>
<td>4/27</td>
<td>Individual Microteaching</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>Individual Microteaching</td>
<td></td>
</tr>
</tbody>
</table>
| 5/1   | Discussion – individual work and reflection | • Reflecting on individual games and sports  
• Individual Lesson Plan, Management Plan, and Individual Reflection Paper should be uploaded into D2L by May 1 |
|       |                                 | Reflection Paper 2                                                   |
|       |                                 | Final Exam on May 4                                                 |