



# MISSISSIPPI STATE UNIVERSITY™

## COLLEGE OF EDUCATION

Department of Kinesiology Course Syllabus

### PE 4163 Principles and Methods of Secondary Health and Physical Education

**Credit Hours:** Three (3) credit hours

**Method of Instruction:** C=Lecture

**Catalog Description:** Pre-requisite: Senior or Graduate Standing. Three hours lecture. This course is designed to emphasize contemporary teaching methods in all areas of health and physical education in secondary school.

#### College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

#### Course Objectives

Upon completion of this course, students will be able to:

1. Students will be able to identify the factors that influence learning in secondary school students. (INTASC 1, 3; CFPO 1, 3, 10; CAEP 1.1, 1.5; CRT 1.1)
2. Understand the use and implementation of aspects identified in research on teaching Physical Education. (INTASC 8; CFPO 3, 4, 10, CAEP 1.1, 1.2)
3. Design Learning experiences and tasks and be able to implement strategies to facilitate desired Physical Education outcomes. (INTASC 1,3,4,6; CFPO 5,9, CAEP 1.1)
4. Understand the methods used in Task Presentation in a secondary Physical Education arena. (INTASC 7, 8; CFPO 6, 8, 9; CAEP 1.2, 1.3)
5. Use appropriate teaching strategies, services, and resources to meeting special and diverse learning needs of all Physical Education students. (CFPO 3, 5; CAEP 1.4; CRT 1.1, 3.1)
6. Use strategies to promote mutual respect, support for others, safety, and co-operative participation, motivation, growth and inclusion. (INTASC 3, 5; CFPO 1, 8), CAEP 1.4, 1.5; CRT 1.1, 2.1, 3.1)
7. Consult professional literature, colleagues, and other sources (print & electronic) to develop and continue to learn as a professional. (INTASC 3, 4; CFPO 1, 4; CAEP 1.2)

8. Develop an understanding for the importance of continued professional growth and development through participation in professional organizations and collegial activities. (INTASC 3, 4, 5; CFPO 1, 8; CAEP 1.2, 1.5)

### **Detailed Course Outline/Topics Covered in the Course**

The course topics include:

1. Factors that Influence Learning in Secondary School Students (5 Contact Hours)
  - a. Requirements for Learning a Motor Skill
  - b. Motivation and Goal Setting
  - c. Learner Characteristics
2. Research on Teaching Physical Education (5 Contact Hours)
  - a. What Methods Did Researchers Use
  - b. The Teacher as a Researcher
  - c. Critical Variable Related to Teaching Physical Education
3. Designing Learning Experiences (3 Contact Hours)
4. Task Presentations (3 Contact Hours)
5. Development and Maintaining a Learning Environment (3 Contact Hours)
6. Memory Retention in Expertise (5 Contact Hours)
  - a. Observing and Analyzing Student
  - b. Providing Feedback to Learners
  - c. Changing and Modifying Tasks
7. Teaching Strategies (5 Contact Hours)
  - a. Direct Instruction
  - b. Indirect Instruction
  - c. Seven Specific Teaching Strategies
8. Student Motivation, Personal Growth, and Inclusion (5 Contact Hours)
  - a. Theories of Motivation
  - b. Affective Goals in Physical Education
  - c. Building Equity in Physical Education
9. The Teacher as a Continuous Learner (5 Contact hours)
  - a. Collecting Information on your Teaching
  - b. Observing and Analyzing your Teaching
  - c. Continuing to Acquire the Skills for Best Practice
10. Observation Techniques and Tools (3 Contact Hours)
11. Planning the Physical Education Lesson and Experiences (3 Contact Hours)

**Total Contact Hours: 45 hours**

### **Text(s)/Course Materials**

Rink, J.E. (2010). *Teaching physical education for learning*, 7<sup>th</sup> ed. McGraw Hill: Boston.

### **Description of Instruction**

This will be a lecture course utilizing course books, power points, class discussions, observation analyses, and course related assignments.

### **Mississippi State University Honor Code**

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

*Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>.

### **Technology**

Students will submit assignments via Canvas. Students will also take tests via the Quizzes Link in Canvas. Students are required to purchase subscription to Watermark, an online portfolio, to upload assignments.

### **Diversity**

Diversity will be addressed in Chapter 1 as we discuss race, gender and socio- economic factors that affect the coaching profession. Diversity will also be addressed in the first assignment involving observation and analysis of teaching practices along with a 1-page self-reflection of Culturally Responsive Teaching Practices (CRT Assessment).

### **Accommodations for Students with Disabilities**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.  
<http://www.sss.msstate.edu>.

### **Field Component**

This course will have 30 hours of field component including Observation/Analysis, CRT Assessment, and teaching a lesson.

### **Evaluation of Student Progress**

#### **Student Activities/Assessments:**

The purpose of these learning experiences is to provide students with practical understanding of secondary Physical Education. All assignments will be submitted on your Canvas front page under the Assignments Link.

**Teaching Observations:** (10 assignments at 100 points each) The purpose of these teaching observations is to provide students with practical understanding of the strategies and daily experiences of PE Teachers at the Secondary level. These experiences are designed to augment each unit of study within this course and help the student to observe their practical implications.

- Students will be expected to observe the secondary teachers for a minimum of 3 hours a week. At the end of each week of observation, the student will be expected to submit an analysis of their observation including the following:
  1. Three areas in which the teacher did well.
  2. Three areas in which the teacher could improve.
  3. How the teacher could improve in each of the three areas.
- Each analysis should cite the course text and/or supporting articles to substantiate the student's claims of the positive teaching areas, the improvement areas, and the ideas on how to improve.

If the student lists the same improvement area in a different observation week, then the student will need to cite a different method for improvement in order to receive credit.

- Observation 1: Include a 1-page self-reflection of Culturally Responsive Teaching Practices (CRT Assessment). Using the attached Culturally Responsive Teaching Practices sheet, provide a 1-page self-reflection including your strengths and weaknesses in each area. Upload assignment to Watermark and Canvas.
- Observation 2: Include a 1-page Dispositions Assessment Using the MDE Code of Ethics/Dispositions. Using the attached Dispositions sheet, provide a 1-page self-reflection including your strengths and weaknesses in each area. Upload this assignment to Watermark AND Canvas.
- Observations 3-9: Include the 1-page analysis using criteria above.
- Observation 10: Include teaching a lesson. Each student will team-teach a lesson for their final observation analysis. This will be coordinated with the Physical Education teacher at a high school.

**Tests:** Test 1 Chapters 1-4; Test 2 Chapters 5-10; Test 3 Chapters 11-12 (all available online)

### **Grading Components**

- 3 Exams @ 25% each = 75%
- 10 Assignments @ 2.5% each = 25%

### **Grading Scale**

90%-100%=A

80%-89%=B

70-79%=C

60-69%=D

59% and Below=F

### **Attendance Policy**

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor via email and provide appropriate documentation.

### **Title IX Policy**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, and at <http://students.msstate.edu/sexualmisconduct/>.

### **University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your Mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

### **Mississippi Educator Code of Ethics**

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at [https://www.mdek12.org/sites/default/files/documents/code-of-ethics\\_final.pdf](https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf)

The Mississippi Educator Code of Ethics will be addressed in Teaching Observation 2. The assignment will include a 1-page disposition assessment using the MDE Code of Ethics/Dispositions.

### **Mississippi College and Career-Ready Standards**

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

### **Bibliography**

Marzano, R. (2000). *Transforming classroom grading*. Alexandria, VA: ASCD.

Rink, J.E. (2010). *Teaching physical education for learning*, 6<sup>th</sup> ed. McGraw Hill: Boston, MA.

Veal, M. (1995). Assessment as an instructional tool. *Strategies*, 8(5), 10-15.