EDKN 3310 Intro to Teaching Physical Education
Department of Counseling, Health & Kinesiology

INSTRUCTOR INFORMATION

Instructor Name: Eun Hye Kwon, Ph.D.	**A&M-San Antonio email:** Eunhye.kwon@tamusa.edu
Office Hours: 10:00 – 14:00 on Tuesday & Thursday Link: https://tamusa.webex.com/meet/ekwon	**Meeting Times:** 2:00-:315 P.M. on Monday: https://tamusa.webex.com/meet/ekwon Wednesday: # 231 Science & Technology Building

Please do not hesitate to send an email to set up a convenient and agreed upon appointment time for a phone call, virtual session, or meeting. Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOK:
Jane Shimon. (2020). Introduction to Teaching Physical Education 2nd Edition Principles and Strategies. Human Kinetics, Inc. ISBN: 9781492566397

Tutor 240 – Online Content Exam Preparation Packet

Please visit the link below to purchase a book (EDKN 3310)
https://www.bkstr.com/texasamsanantoniostore/home

COLLEGE OF EDUCATION AND PROGRAM POLICIES

COURSE DESCRIPTION
This course will provide students instructional skills as they learn to apply the principles of teaching physical education. Students will learn teaching skills, explore the history of physical education and curriculum theories, and will learn the purpose of physical education and the standards that are in place to achieve that purpose.

PROGRAM STUDENT LEARNING OBJECTIVES: Upon successful completion of this course, each student will be able to:

1. **Develop Instructional Skills:** Students will acquire and refine the instructional skills necessary for effective teaching in physical education settings.
2. **Apply Teaching Principles:** Students will learn to apply the principles of teaching physical education through hands-on practice and theoretical understanding.
3. **Understand Curriculum Theories:** Students will explore and critically evaluate various curriculum theories in physical education.
4. **Analyze the History of Physical Education:** Students will gain an understanding of the historical development of physical education and its impact on current practices.
5. **Learn Physical Education Standards:** Students will become familiar with the national and state standards for physical education and understand how these guide instruction.
6. **Assess Student Performance:** Students will learn how to assess and evaluate student performance in physical education, using a variety of assessment tools and techniques.
7. **Promote Physical Activity:** Students will understand the importance of promoting lifelong physical activity and how to encourage active lifestyles through physical education.

TEXAS COMISSIONER TEACHER STANDARDS
The following TEA standards will be covered in this course
What teachers know;
1.3k movement concepts (e.g., space, direction, level) and principles (e.g., absorption of force);
1.4k activities that promote development of locomotor, non- locomotor, body control, manipulative, and rhythmic skills
1.5k the appropriate sequencing of motor skills acquisition based on characteristics of learners
1.6k how physical developmental changes influence motor skill acquisition and performance;
1.7k key elements in combinations of locomotor skills, demonstrations of agility and balance, dance steps and sequences, and movement sequences that combine traveling, rolling, balancing, and weight transfer
1.10k motor learning concepts (e.g., positive transfer of learning, feedback)
2.5k the benefits of an active lifestyle
2.10k motivational strategies that promote participation in lifelong physical activities
3.2k appropriate skills and strategies for managing student behavior;
3.5k theories of motivation and educational practices that prompt students to participate in physical activity
3.6k principles, benefits, and limitations of various class management strategies in physical activity settings
3.7k factors that promote intrinsic motivation and strategies for helping students become self-motivated; and
3.8k how to organize and manage heterogeneous physical education classes to promote positive interactions and active engagement in learning for all students
3.10k the role of physical activities, games, sport, and dance in the development of social skills
3.11k the importance of cooperation, competition, collaboration, teamwork, etiquette, and sport ethics in physical activity contexts
3.12k the role of physical education in the development of self-management skills
3.14k that character and skills (e.g., leadership, conflict management) can be developed through participation in physical activities, games, dance, outdoor pursuits, and sports; and
3.15k techniques and activities for promoting self-assessment, goal-setting, and self-monitoring skills in relation to physical activity and health

4.1k characteristics and processes of physical, cognitive, social, and emotional development in children and their influence on learning

4.2k the psychology of learning, including how students learn, construct knowledge, and acquire and retain skills; (Discuss, in general, different learning styles & order (gross to fine/head to foot)

4.3k typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development

5.1k differences in approaches to learning and physical performance, as well as instruction that uses students' strengths as the basis for growth;

5.2k areas of special needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning;

5.3k **?**how learning may be influenced by individual experiences, talents, and prior learning, as well as by economic, cultural, family, and community background; and

5.4k that all students can develop motor skills successfully and enjoy physical activity.

6.1k short- and long-term instructional goals, including goals based upon theTexas Essential Knowledge and Skills (TEKS), for diverse students at different grade levels;

6.2k various instructional resources, program models, instructional strategies, and technologies relevant to physical education;

6.3k principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives;

6.4k strategies for integrating physical education concepts across the curriculum;

6.5k principles and techniques for providing appropriate verbal and nonverbal teaching cues in physical education;

6.6k how to provide positive, appropriate feedback to students in physical education settings;

6.7k communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity; and

6.8k the role of computers and other technologies in communicating, networking, and fostering inquiry about topics related to physical education.

7.1k formal and informal assessment methods and their characteristics, advantages, limitations, and applications in physical education contexts

7.4k how technology can be used to analyze student progress, fitness, and performance

8.1k the purposes of self-reflection (e.g., developing and refining practices, self assessment, problem solving) and techniques for effective self-reflection

8.2k resources for professional development in physical education (e.g., journals, professional associations, conferences, Internet)

8.3k the characteristics of a good physical education program, as well as important state and national initiatives (e.g., Surgeon General's report on physical activity and health) and their influence on physical education content and practices

8.4k philosophies, trends, and issues in physical education and their effect on the goals, scope, and components of physical education programs

9.1k the goals and purposes of the physical education program

9.2k school and community resources that can aid in the development of the physical education program

9.3k methods and procedures for establishing and maintaining positive relations with families and community members (e.g., showing sensitivity to cultural differences, motivating the community to support physical activity and education)

9.4k the influence of nonschool factors (e.g., family circumstances, community settings, health and economic conditions) on learning and engagement in physical activity

10.3k the inherent risks and potential liabilities associated with participation in physical activities and the methods for minimizing risk and liability

10.4k safety issues and procedures for physical education instruction

What teachers can do;

1.2s use movement concepts and principles to develop students' motor skills

1.4s provide developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative, and rhythmic skills

1.5s modify and adapt movement activities based on individual student needs

1.6s evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills

1.8s use movement concepts and principles to promote refinement of motor skills and acquisition of specific movement and sports skills

1.9s apply motor learning concepts (e.g., positive transfer of learning, feedback) to improve students' motor skills; and

1.10s modify activities, games, and sports to improve performance, combine skills, or practice specific sports skills in game-like situations

1.12s provide opportunities for students to pursue individual interests and refine various movement skills

1.13s create and modify activities that provide practice to improve students' performance in selected skills.

2.5s model and explain strategies for maintaining good health behaviors;

2.6s inform students and parents/caregivers about opportunities for physical activity in the school and community and the benefits of an active lifestyle

2.7s provide students with a variety of physical activities. (Course during which prof. teaches students how to do this when they become teachers)

3.1s use instructional techniques that promote student understanding and application of rules, procedures, etiquette, and fair play in games and activities

3.2s model and teach appropriate skills and strategies for maintaining responsible behavior and resolving conflicts;

3.3s teach students to use positive social behaviors (e.g., turn taking, treating opponents with respect and courtesy) in games and activities

3.4s motivate students to support and participate in physical activities in school and community settings

3.5s organize, allocate, and manage resources in the learning environment (e.g., time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences and to minimize management time

3.6s use effective techniques and monitoring strategies to promote on-task behavior

3.9s use physical activities to promote social development and positive social behaviors, including sport ethics, teamwork, leadership, compassion, consideration for others, fairness, and respect for diversity

3.11s provide learning opportunities that promote self-management skills, including responsibility, self-control, perseverance, and the ability to manage success, failure, and challenge

3.13s promote students' problem-solving and decision-making skills in physical activities by analyzing causes of problems and potential solutions

3.14s use goal-setting procedures to promote students' ability to establish realistic short- and long-range goals for improvement and monitor students' progress in achieving those goals

4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts

4.2s assess developmental needs in all domains (i.e., physical, cognitive, social, emotional) in order to design and adapt instruction

4.3s recognize individual differences in growth and development and apply modified instruction

4.4s use contemporary physical education models and best practice guidelines to plan and implement learning opportunities that are appropriate to students' developmental needs and characteristics

4.5s teach students to reflect on prior knowledge, experiences, and skills and prompt them to assume responsibility for their own learning

4.6s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts; and

4.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies and how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries

5.2s use appropriate strategies, services, and resources to address special and diverse learning needs

5.3s create a learning environment that respects varied talents, values, and perspectives and incorporates students' personal, family, cultural, and community experiences

5.4s create and modify games and activities to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity

6.1s design and implement appropriate instruction that is based upon the Texas Essential Knowledge and Skills (TEKS);

6.2s design and implement appropriate instruction that is safe, achieves goals, and ensures student progress, motivation, and safety;

6.3s utilize appropriate teaching resources and curriculum materials for various purposes and objectives;

6.4s utilize appropriate instructional strategies based on students' developmental levels, learning needs, and program goals;

6.5s use demonstrations and explanations to link physical education concepts to students' experiences;

6.6s use and adapt activities, equipment, and movement space according to the ages, learning styles, strengths, and experience levels of students;

6.8s use appropriate verbal and nonverbal cues to promote student learning in physical activity contexts;

6.9s apply principles of communication to help students improve movement and sports skills;

6.10s communicate to students the importance of physical activity, health, and fitness;

6.12s evaluate and use various types of technologies (e.g., Internet, computer databases, videos) to communicate, network, and conduct research related to physical education.

7.1s utilize appropriate formal and informal assessment methods

7.2s use assessment data to make instructional decisions, monitor student progress, and motivate and promote student learning in physical education

7.4s interpret assessment results and communicate results to students and parents/caregivers with sensitivity

8.1s evaluate the effectiveness of program design for developing physically educated students

9.1s advocate for physical education and physical activity opportunities in the school and community

9.2s communicate the goals and objectives of the physical education program to parents/caregivers, colleagues, and community members

9.7s respond sensitively to signs of student distress and seek help as needed and appropriate

10.1s maintain appropriate records (e.g., injury reports, emergency plans, safety rules)

10.3s inform students, parents/caregivers, and paraprofessionals of the risks associated with physical activities

10.4s organize students in games and sports appropriately, according to characteristics such as age, maturity, physical size, and levels of skill and experience

10.5s prepare activities appropriately and monitor them to minimize risk

10.6s consult appropriate sources regarding legal responsibilities and risk management issues and utilize appropriate professional development opportunities

TECHNOLOGY REQUIREMENTS

COMPUTER HARDWARE:

To participate in this course, you should have easy access to a computer with high-speed internet connection via cable modem, LAN or DSL.

STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE:

Mozilla's Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe's Flash Player & Reader plug-in (latest version)
Apple's QuickTime plug-in (latest version)
Project Software – Optional

BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: *Visit the Blackboard Student Help Site

COURSE POLICIES

ATTENDANCE:

The student is expected to participate all the class activities and spend time on Blackboard. It is the responsibility of the student to inform each instructor of inability to attend the class AND participate the class activities. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading; therefore, **a student cannot earn an A in the course with two or more unexcused absences from class activities. Time spent on Blackboard (can be monitored by professor).** A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course. Tardiness is deemed unprofessional behavior; therefore, each tardy will result in a 1-point deduction.

Students are expected to carefully read the course materials and participate regularly in scheduled class activities, including discussions and examinations, in a timely manner. If a student misses 3 or more classes, they will receive a failing grade ("F") for the course.

STUDENT REQUIREMENTS:

1. **Online participation:**
   a. Students are expected to demonstrate active participation via class discussions, assignments, and activities.
   b. Students are responsible for active engagement in classroom activities and/or participation in on-line discussions.
   c. Participation in class is weighed heavily; therefore, a student cannot earn an A in the course with more than two unexcused from class activities.

2. **Planning and Preparation:** Success in this course demands that reading assignments are completed before class begins in order to:

   a. develop an in-depth understanding of the content, and
   b. promote familiarity of concepts that will facilitate effective participation in classroom activities.

3. **Class Activities & Presentataion:** Active participation is expected in group activities in order to organize, plan, develop and present projects of high quality in class in collaboration with classmates.

   For the project presentation, all members must be present by the day since the absence will negatively impact the grade of the student that is absent on the day of the presentation.

4. **Professionalism and Respect:** Substantially, successfully, and equally contribute to the planning, organization, and the completion of assignments and projects.

PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor on campus and with students and teachers in school settings.

LATE WORK POLICY:

All homework is due as a **uploading document** on the blackboard. Homework received after than the due date will be penalized **one letter grade per day**, **after which 4 days will result in a zero (F)**.
- *I do not offer extra credit*
- *I do not offer independent studies if an acceptable grade is not earned*

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist

and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

NETIQUETTE:

15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source:
https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html

SCHOLASTIC INTEGRITY:

As a member in an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Student who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University- San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to

disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the **Texas A&M University- San Antonio Handbook** under Academic Policies: Violations of Academic Conduct.

DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
   a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
   b. Having another person other than oneself attempt to complete an assignment or exam.
   c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
   d. Unauthorized collaboration on assignments and exams;
   e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
   f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
3. **Use of Generative AI in Association with Course Assignments**: There is a variety of AI programs available to assist in completing assignments, yet AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop during your course of studies as a means to organize and communicate your positions and impressions of subject material. Students must obtain permission from the instructor before using AI composition software like (e.g. ChatGPT) for any assignments in this course. Using these tools without instructor permission puts your academic integrity at risk. Additionally, assignments submitted through the course Turnitin platform in BlackBoard will include AI detection as a part of the standard plagiarism screening.
4. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonest. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.

5. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

COURSE STRUCTURE:

The instructional methods for this course will include

1) Class attendance / online module
2) chapter reading,
3) assignments,
4) class discussions/activities, and
5) presentations.

ASSIGNMENTS:

A detailed description of each assignment will be posted on the Blackboard.

Assignments	Description
Tutor 240	Tutoring 240 is an online education tool designed to help you prepare for the EC-12 Physical Education content exam. As part of this course, students are required to complete two quizzes for each concept and one practice test. The instructor will monitor the time each student spends on Tutoring 240, and each student is expected to spend at least one hour a week using the tool submitting a screenshot of time spend on Tutoring 240. After completing the quizzes and the practice test, please take a screenshot of your results and upload them to the designated Dropbox to verify your completion.
Quizzes	It is expected that students will read assigned textbook chapters and posted materials and complete the reading quiz by the given deadlines. These are open-book, self-paced quizzes, including true-false and multiple choices questions.
Text Content Knowledge Exam	Two content knowledge exams will be given during the semester. The exams are based upon knowledge from the textbook and material discussed during the class sessions.

GRADING POLICIES

Assignments/Evaluation	Percentage %
Tutor 240	**30**
Movement and Motor Skills Quiz 1	3
Sports and Rec Quiz 1	3
Physical Fitness Quiz 1	3
Wellness Quiz 1	3
Effective Instruction Quiz 1	3
PE program Instruction Quiz 1	3
Learning Environment Quiz 1	3
Practice Test 1	6
Quiz x5	20
Textbook Content Knowledge Exam (x3)	
Mid-Term	20
Final	30
Total Possible Points	**100 %**

Evaluations will be made with numbers. Final course grades of "A" through "F" will be awarded based on the TAMUSA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89.99	3.0
C	70-79.99	2.0
D	60-69.99	1.0
F	55 & Below	0.0

TEXAS A&M SAN ANTONIO POLICY STATEMENTS

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a

disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us https://www.tamusa.edu/Disability-Support-Services/index.html or email us at **dss@tamusa.edu**. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.
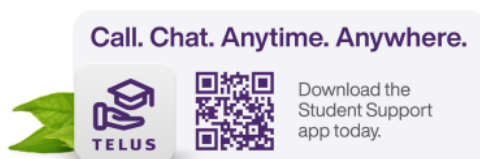
Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: https://tamusa.bbcportal.com/.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: https://www.tamusa.edu/about-us/emergency-management/.

Download the SafeZone App (https://safezoneapp.com/) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at https://www.tamusa.edu/academics/.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of

age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights
1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities
1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.
No Use of Generative AI Permitted
EDKN 3301 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring

a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Tentative Course Schedule & Calendar of Assignments			
Module & Week	Themes & Activities	Readings	Assignments Due: Friday of each week
Week of 8/26	Course instruction & Self-introduction	Syllabus	Acknowledgement of Syllabus T240 – Diagnoised Test
Week of 9/2 Module 1	Chap #1: History of Physical Education T240: Movement and Motor Skills	Chapter 1	9/2 – No Class
Week of 9/9 Module 2	Chap #2: Purpose, Benefits, and Philosophy T240: Movement and Motor Skills	Chapter 2	T240: Movement and Motor Skills Quiz 1 & Screen shot of Time spent
Week of 9/16 Module 3	Chap #3: Duties and Challenges T240: Sports and Rec	Chapter 3	Quiz (1) Chapter 1&2
Week of 9/23 Module 4	Chap #4: Organization and Instruction T240: Sports and Rec	Chapter 4	T240: Sports and Rec Quiz 1 & Screen shot of Time spent
Week of 9/30 Module 5	Chap #5: Motivation T240: Physical Fitness	Chapter 5	Quiz (2) Chapter 3&4
Week of 10/7 Module 6	Chap #6: Behavior Management T240: Physical Fitness	Chapter 6	T240: Physical Fitness Quiz 1& Screen shot of Time spent
Week of 10/14 Module 7	Chap #7: Scope and Sequence T240: Wellness	Chapter 7	Mid-term (Chap #1,2,3,4,&5)
Week of 10/21	National PE Standards Texas Essential Knowledge and Skills T240: Wellness		T240: Wellness Quiz 1 & Screen shot of Time spent
Week of 10/28 Module 8	Chap #8: Lesson Planning T240: Effective Instruction	Chapter 8	Quiz (3) Chapter 6&7
Week of 11/4 Module 9	Chap #9: Student Assessment T240: Effective Instruction	Chapter 9	T240: Effective Instruction Quiz 1 & Screen shot of Time spent
Week of 11/11 Module 10	Instructional Models in Physical Education T240: PE program		Quiz (4) Chapter 8&9
Week of 11/18 Module 11	Chap #10: Technology and Resources T240: PE program	Chapter 10	T240: PE program Instruction Quiz 1 & Screen shot of Time spent
Week of of 11/25	T240: Learning Environment Thanksgiving Break		Quiz (5) Chapter #10
Week of 12/2 Module 12	Chap #11: Careers in Physical Education T240: Learning Environment	Chapter 11	T240: Learning Environment Quiz 1 & Screen shot of Time spent
Week of 12/7	Comprehensive Final Exam		

	Practice Test 1