



**EDKN 4311 Teaching Secondary Physical Education**  
**Department of Counseling, Health & Kinesiology**  
**Kinesiology**

**INSTRUCTOR INFORMATION**

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<b>Office Hours:</b> Noon – 16:00 on Tuesday <a href="https://tamusa.webex.com/meet/eunhye.kwon">https://tamusa.webex.com/meet/eunhye.kwon</a>	<b>Meeting Times:</b> 11:00-12:15 Wendsday _205 Madla Building

**TEXTBOOK AND/OR RESOURCE MATERIALS**

**MANDATORY TEXTBOOK:** Mischelle, S.A. & Walton-Fisette, J. (2016) *The essential of teaching physical education*. Human Kinetics. Champaign, IL : Human Kinetics. ISBN: 978-1-4925-0916-5

Please visit the link below to purchase a book (EDKN 4311)  
<https://www.bkstr.com/texasamsanantoniostore/home>

**COLLEGE OF EDUCATION AND PROGRAM POLICIES**

**COURSE DESCRIPTION**

Theory and application of group management skills that are appropriate for physical activities. Effects of litigation, facilities, design, program, equipment, class scheduling and lesson planning on group management.

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

1. Understand the appropriate sequencing of motor skills acquisition based on characteristics of learners.
2. Know key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike).
3. Comprehend a variety of strategies and tactics designed to improve students, performance, teamwork, and skill combinations in games and sports.

4. Know rules, safety practices, and conditioning programs for individual sports, team sports, dance sequences, and outdoor pursuits.
5. Understand key elements of successful performance in individual and team sports.
6. Assess motivational strategies that promote participation in lifelong physical activities.
7. Decipher appropriate skills and strategies for managing student behavior.
8. Understand the role of physical activities, games, sport, and dance in the development of social skills.
9. Know the importance of cooperation, competition, collaboration, teamwork, etiquette, and sport ethics in physical activity contexts.
10. Assess various instructional resources, program models, instructional strategies, and technologies relevant to physical education.
11. Understand communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity.
12. Know the role of computers and other technologies in communicating, networking, and fostering inquiry about topics related to physical education.

### **TEXAS COMMISSIONER TEACHER STANDARDS**

The following TEA standards will be covered in this course

- 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
- 1.10k 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
- 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
- 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
- 4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts
- 5.1k differences in approaches to learning and physical performance, as well as instruction that uses students' strengths as the basis for growth;
- 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 the Texas 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
- 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
- 10.1k the legal and ethical responsibilities of a physical education teacher (e.g., in relation to confidentiality, proper supervision, standard of care)
- 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
- 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
- 2.1s implement activities that promote student awareness of fitness concepts
- 2.2s apply knowledge of anatomy, kinesiology, and physiological principles to design and modify activities that promote fitness
- 2.4s promote student understanding of how behavior choices affect personal health
- 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)

2.9s evaluate and select appropriate activities for improving cardiovascular endurance, flexibility and posture, muscular strength and endurance, and body composition

2.11s teach students to assess their interests and capabilities in order to motivate participation in lifelong physical activities

2.13s educate students about common misconceptions and faulty practices (e.g., contraindicated exercises and body positions) related to physical activity, health, exercise, and diet

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

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

5.3s 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;

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

- 6.7s incorporate interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple areas
- 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
- 6.11s publicize opportunities for physical activity in the school and community
- 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
- 9.4s use community resources to enhance physical activity opportunities;
- 9.5s apply principles and procedures for consulting and collaborating with teachers, special education professionals, administrators, aides, and other colleagues to support students' learning and well-being
- 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 and
- 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

**Texas Administrative Code (TAC §228.30):**

The following standards are addressed in this class.

(c) the following Subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

- (1) The code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
  - (A) Professional ethical conduct, practices, and performance
  - (B) Ethical conduct toward professional colleagues; and
  - (C) Ethical conduct toward students;(TEC), §21.004(b)
- (3) Instruction regarding mental health, substance abuse and youth suicide, as indicated in the TEC, 21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
- (4) The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- (5) The importance of building strong classroom management skills;
- (6) The framework in this state for teacher and principal evaluation
- (7) appropriate relationships, boundaries, and communications between educators and students;
- (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

- (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE websites;
- (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and

include resources to address any deficiencies identified by the digital literacy evaluation

## COURSE POLICIES

The general policy outlined by the University will be followed as stated in the [Student Handbook](#). There are no 'free' unexcused absences.

The instructor's policy for this course includes:

- a. Your presence is expected in class daily except for emergencies. Students assume responsibility for any material missed in class. Arrange to pick up handouts as soon as possible. It is YOUR responsibility to make up missed work.
- b. Requests to be absent from class for official University business (athletics, field trips, student government, etc.) shall be made prior to the anticipated absence. Arrangements for missed work will be made at that time.
- c. If you miss an exam or quiz or do not show up on the day of a presentation/exam or when an assignment is due without **prior arrangement** with the instructor, no make-up will be allowed unless there is a *documented* emergency.
  - i. If there is an emergency (hospital, funeral, etc.) please contact me the day of the problem or the day you missed class.
  - ii. If you cannot participate in a class activity you must have documentation (hurt ankle, sick, etc.), otherwise you will receive half credit for being there but not participating.
- d. Points will be deducted from any participation grade that may be required of class as a result of unexcused absences.
  - i. Excused absences: *In the event that you need to be away for a given period of time (e.g. funerals, hospital stays, family emergencies, military duty, etc.), you should contact [Student Counseling Center](#) (210-784-1331 (or 1329); [StuCounseling@tamusa.edu](mailto:StuCounseling@tamusa.edu) or [StuWellness@tamusa.edu](mailto:StuWellness@tamusa.edu)). If you will be missing more than a week of classes (whether continuous or not), inform them of the situation and they can send a notice to all your instructors rather than you having to explain to each of them your circumstances.*
- e. Do not make doctor's appointments on the days of class, tests, labs, or presentations.

## ATTENDANCE:

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

In-class attendance:

A student may have one **unexcused absence**. 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**. If a student has **three or more absences they will earn a failing ("F") grade** for the course. Tardiness is deemed as an unprofessional behavior and therefore, repeated tardiness will be addressed by the department Professional Standards Committee.

1. **3 Points** will be deducted from your total possible points for **each absence**. (*Not attending class for any reason is considered as absence*)
2. **1 point** will be deducted from your total possible points for **each tardy** (*showing up to class after the daily lesson has begun is considered a tardy*)
3. **Excused absences**: In the event that you need to be away for a given period of time (*e.g. funerals, hospital stays, family emergencies, military duty, etc*), **contact Student Engagement and Success (210-784-1329)**. If you will be missing more than a week of classes (whether continuous or not), inform them of the situation and they can send a notice to all your instructors rather than you having to tell each of them your situation.

## 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 & Presentaion:** 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. All members must be present by the day of the presentation of projects 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*

#### 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. **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.
4. **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) recorded lecture PowerPoint slides,
- 2) chapter reading,
- 3) assignments,
- 4) class discussions, and
- 5) presentations.

### ASSIGNMENTS:

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

Assignments	Description
<b><u>Advocacy Project Presentation</u></b>	Your task is to prepare a 15 minute (approx.) presentation to the board of education supporting the need for physical education in the San Antonio Independence School District. Each student needs to create a presentation via PowerPoint including oral presentation and then upload the presentation on Blackboard Dropbox and Discussion Board. Also each student is responsible to comment on at least 5 students' presentation (minimum word count 50).
<b><u>Journal Article Critique</u></b>	In a critical analysis essay, you need to systematically evaluate the article's effectiveness including what does well and what it does poorly. You must read the piece carefully and may need to look up terms or concepts you are unfamiliar or research related reading prior to writing your essay.
<b><u>Mini Teaching Presentation</u></b>	Three students will be a group to present a lesson for secondary PE. Each group will choose traditional sports game strategies to teach the class. The lesson should be 30 minutes long including at least 2 class activities (not including warm-up). The presentors should be at the pavilion 10 minutes before the class to prepare the lesson.
<b><u>Peer Teaching Experience</u></b>	An individual student is planning and present a lesson for secondary PE. <b><u>Lesson Plans</u></b> The lesson planning assignment is designed to provide you with the opportunity to create developmentally appropriate lesson plans , for secondary physical education students. The lesson plan should demonstrate your knowledge and understanding of physical education instructional methodology.
	<b><u>Peer Teaching Presentation</u></b>

	The teaching presentation is to provide opportunities to implement physical education method knowledge in an open learning environment.
<b><u>Text Content Knowledge Exam</u></b>	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 %
Advocacy Project Presentation	5
<b>Journal Article (X 5)</b>	
Article Critique - 1	3
Article Critique – 2	3
Article Critique – 3	3
Article Critique – 4	3
Article Critique – 5	3
<b>Mini Teaching Presentation</b>	
Teaching Presentation	10
<b>Textbook Content Knowledge Exams</b>	
Mid-Term	20
Final	30
<b>Peer Teaching Experience</b>	
Lesson Plans	10
Teaching Presentation	5
Teaching Reflection Paper	5
<b>Total Possible Points</b>	<b>100 %</b>

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
<b>A</b>	90-100	4.0
<b>B</b>	80-89.99	3.0
<b>C</b>	70-79.99	2.0

<b>D</b>	60-69.99	1.0
<b>F</b>	55 & Below	0.0

## TEXAS A&M SAN ANTONIO IMPORTANT POLICIES AND RESOURCES

### ACADEMIC ACCOMODATIONS FOR PERSONS WITH DISABILITIES:

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

### ACADEMIC LEARNING CENTER:

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

### COUNSELING RESOURCES:

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

### 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 and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

#### **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.

#### **JAGUAR WRITING CENTER:**

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. 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 [www.tamusa.edu/Writing-Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

#### **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 contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

#### **MILITARY AFFAIRS:**

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@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 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.

## **RESPECT FOR DIVERSITY:**

We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

## **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 HARRASSMENT AND DISCRIMINATION:**

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of 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, diversity, pluralism 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, or gender expression. 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 helping create 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 has staff members trained to support survivors 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 university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers 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 or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

## **STUDENTS' RIGHTS AND RESPONSIBILITIES:**

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

### *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 procedure 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, genetic information 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 the 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, University Catalog and students must comply with them and the laws of the land.
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 an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

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. Behaviors that infringe on the rights

### **PREGNANCY, PREGNANCY-RELATED, & PARENTING ACCOMMODATIONS:**

For pregnant and parenting students: Under Title IX, a student's absences due to pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from any of these are excused for as long as the student's doctor deems the absences to be medically necessary. When the student returns to school, the student will return to the same academic and extracurricular status as before the medical leave began. New mothers are afforded reasonable break periods during programs or activities, including classes, to express milk or nurse as necessary. For private areas of expression, visit the Title IX website at: <http://bit.ly.tamusatitleix>

Pregnant or parenting students seeking academic interim measures must complete the online Pregnancy & Parenting Information Form. Once the form is completed, a staff member from the Dean of Students office will contact students regarding their request.

## **MANDATORY COURSE EVALUATION PERIOD**

### **ATTENDANCE:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

### **SCHOLASTIC DISHONESTY:**

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.



University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation. All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

#### **SEXUAL MISCONDUCT:**

A form of sex-discrimination. Includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent or pervasive that expressly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work, educational, or campus living environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment may be quid pro quo ("this for that") or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence when based on sex.

#### **COURSE DROPS:**

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.

**Tentative Course Schedule & Calendar of Assignments**

<b>Wk</b>	<b>Date (Week of)</b>	<b>Themes &amp; Activities</b>	<b>Module</b>	<b>Readings</b>	<b>Assignments</b>
1	1/15	Course Intro	Syllabus	Syllabus	1. Acknowledgement of Syllabus (1/19) 2. Introduce yourself (1/19)
2	1/22	Developing Physically Literate Individuals	1	1	
3	1/29	Understanding a Teaching for Learning Approach	2	2	Article – 1 (2/9)
4	2/5	Examining Student Motivation Standard 1	3 & 4	3 & 4	
5	2/12	Standard 2	5	5	Article – 2 (2/16)
6	2/19	Online Class Activity - Monday			
7	2/26	Standard 3,4, & 5	6,7, &8	6,7, & 8	
8	3/4	Unit & Lesson Planning Mid-term	9	9	Midterm: Chapter 1,2,3,4,5,6,7, & 8
	3/11	Spring Break			
9	3/18	Planning Developmentally Appropriate Content	10	10	Article – 3 (3/24)
10	3/25	Curriculum Models	11	11	
11	4/1	Establishing and Managing a Safe Learning Environment	12	12	Article – 4 (4/7)
12	4/8	Advocacy Project	13	13	Advocacy Project- 4/10 Comment on Peer’s Presentation – 4/14
13	4/15	Developing Essential Teaching Skills Assessing Student Learning	14	14	
14	4/22	Peer Teaching Presentation			Article – 5 (4/28)
15	4/29	Peer Teaching Presentation			
16	TBA	Comprehensive Final Exam			Teaching Reflection Paper– 5/10

## COVID-19 SYLLABUS ADDENDUM

COVID-19 is a dangerous illness. Above everything else, your health and safety are our concern. The best estimate now is that 20–40% of people infected with the virus have no symptoms. In compliance with safety practices, students are required to complete the COVID-19 student training course. Upon completion, you will receive a certificate with your name and date of completion. If you have yet to complete the course, please do so immediately, as completion is required to return to campus and participate in the Fall 2020 academic semester.

***NOTE: If you do not complete this training, you will have a Dean of Students hold on your records, which will prevent adds, drops, and registration.***

Students are required to conduct a self-assessment each day before coming to campus to determine if they are exhibiting any signs or symptoms of COVID-19 or have been exposed to COVID-19. Your presence on campus means that you certify that you are not exhibiting any signs or symptoms.

### CHECKLIST

***If any of the following apply to you, stay home!***

1. Have a diagnosis or suspected case of coronavirus;
  2. Are currently exhibiting any of the symptoms associated with COVID-19 as listed on the CDC “Symptoms of Coronavirus” web page <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>—**even one symptom** (e.g., cough or headache);
  3. In the past 14 days have had close (less than six feet) contact with a person who has a lab-confirmed case of COVID-19;
  4. In the past 14 days have had close (less than six feet) contact with a person who is awaiting results of a COVID-19 test because of symptoms or exposure;
  5. In the past 14 days have returned from travel or have traveled through an area with state or local travel restrictions that mandate quarantine upon arrival home.
- Fever or chills (feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit)
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - Loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

***When in doubt, stay home!***

**If any of the above apply to you, do NOT come to campus. Instead, contact your professor and the Dean of Students Office [dos@tamusa.edu](mailto:dos@tamusa.edu), office phone: (210) 784-1354.**

All components of this class, including assessments, can be completed virtually, through Blackboard or other platform used in this class. Office hours will be held via Webex or other platform provided by the instructor.

**For lecture classes that include a face-to-face component:**

Accommodation for missing class if you meet one of the criteria on the checklist or do not feel comfortable physically attending will be made without penalty. Visitors are not allowed, and students can attend class only on their designated day for in-person attendance. All students have a responsibility to ensure they are always contributing to a safe learning environment by following all health and safety protocols.

**For laboratory classes that include a face-to-face, hands-on component:**

Unlike lecture classes with face-to-face components, laboratories are designed to provide hands-on experience and training in particular skills that are difficult to attain online. Thus, if students are registered for a laboratory course with a face-to-face component, it is expected that they physically attend on their scheduled day. However, if students have a documented health issue, are in another high-risk category, or feel uncomfortable attending in person, they may be able to enroll in a section of the course that is designated OLC (on-line class). If no such section exists, which may occur in upper-division courses, it is imperative that students contact their instructors immediately, and accommodations will be handled on a case-by-case basis. Note: You and your instructor may decide that it's in your best interest to finish the course at a later date.

Once enrolled in either a hybrid or a fully on-line section, students may not switch between in-person and on-line learning without instructor approval due to the unique nature of preparing for hands-on activities in a laboratory environment as well as tight regulations on the number of students physically allowed in the laboratory. Accommodation for missing class if you meet one of the criteria on the checklist or do not feel comfortable attending will be made without penalty.

**While in the classroom:**

1. Sanitize your hands upon entering.
2. Always maintain at least six feet from others, including your instructor and other students.
3. Front-row seating will not be used.
4. Sit in designated seats.
5. Always wear a cloth face covering or surgical mask fully covering your mouth and nose at all times while in the classroom, even if alone.
6. Observe and conform to any markings on the floor indicating appropriate spacing and don't sit in a location that has been marked as being off limits.
7. You may ask questions by raising your hand during class or by emailing the instructor outside of class. Do not approach your instructor before or after class to ask a question or attempt to hand your instructor any document or item, as this does not facilitate social distancing.

While in the laboratory: Special laboratory safety instructions will be provided on the course-specific syllabus, and appropriate training will be provided.

Students who do not live up to these responsibilities will not be permitted to physically attend class. Failure to comply with these health and safety protocols is a violation of the Student Code of Conduct. A student who is not in compliance with these health and safety protocols will not be allowed to remain in the classroom and will be reported to the student-conduct office, which may result in the student being barred from the classroom for the remainder of the semester and may also lead to expulsion from the university.

Certain classes may transition to fully online when necessary for health and safety.