

Course Syllabus **PED 335-Spring 2007-Techniques of Teaching Skills-1.5 credits**  
11:00-12:00 Tuesday/Thursday Echols Hall-118

*“Preparing competent, compassionate, cooperative and committed leaders”*

**Instructor:** Donna M. Canary, Ed.S.      **Office:** Echols 169  
**Office Hours:** M/W/F-7:30-9:00 or by appointment  
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**Course Description:** This course is designed to assist preservice teachers of physical education in identifying developmental sequences for learning skills and teaching techniques in individual/dual and team sports that can be used to develop and implement effective lesson and unit plans for PreK-12 public school children. Prerequisites: PED 158, 159, 261, 262, 271, 272

**Course Goals:** By the end of the course, students will:

1. acquire and use skill cues, teaching cues, and practice drills used in selected individual/dual and team sports.
2. discuss the role of the teacher when teaching selected individual/team sports.
3. select and use developmentally appropriate psychomotor assessment strategies and instruments congruent with physical activity learning goals.
4. design instructional sequences and learning experiences that maximize student participation and success in selected individual/dual and team sports.
5. incorporate the Virginia Standards of Learning into the planning of lessons.
6. utilize computer technology and other technologies to identify, retrieve, and develop resources and materials related to planning and instructions in physical education.

**Course Materials:**

Fronske, H. 3<sup>rd</sup> ed. (2005). Teaching Cues for Sport Skills for Secondary School Students. Pearson Benjamin Cummings.

**Primary Methods of Instruction:**

Lecture, class discussion, presentation, projects, lesson plans, tests

**Class schedule:**

1/9-Introduction; syllabus and course assignments

1/11-Chapter 1-Teaching PE is Fun with the Right Tools

1/16-No class

1/18-Teaching skills-Fitness

1/23- Teaching skills- Jump rope

1/25- Teaching skills- Running/Walking

1/30- Teaching skills-Football

2/1- Teaching skills-Football

2/6- Teaching skills-Floor Hockey

2/8- Teaching skills-Floor Hockey

2/13- Teaching skills-Lacrosse

2/14- Teaching skills-Lacrosse

2/20- Teaching skills-Basketball

2/22- Teaching skills- Basketball

2/27- Teaching skills-Soccer

**Unit Plan due**

3/1- Soccer

Mid term grades submitted

3/6-Spring Break

3/8-Spring Break

3/13- Teaching skills-Softball

3/15- Teaching skills-Softball

3/20-No class

3/22-No class

3/27- Teaching skills-Tennis

3/29- Teaching skills-Tennis

**Health club Review due**

4/3-USTA presentation

4/5- Teaching skills-Volleyball

4/10- Teaching skills-Volleyball

4/12- Teaching skills-Bowling

4/17- Teaching skills-Strength Training

4/19- Teaching skills-Pickleball

**Professional Activity due**

4/24- Teaching skills-Ultimate Frisbee

4/26-Summarize the Semester

Final exams for May graduates

Final exam all other students Wednesday May 2<sup>nd</sup> (to be confirmed)

**Grading:** All students are expected to adhere to the University's honor code in completing all assignments.

All assignments are to be neatly typed in proper format using correct grammar. All work should be cited as necessary.

**Distribution of grades:**

Teaching lessons-20%

Lesson Plan for teaching lesson-20%

Attendance-10%

Lesson Plan notebook-10%

Class projects 30%

Final exam-10%

The University is aware of the need to make accommodations for students with disabilities. If you feel you need assistance with this, please contact the instructor as soon as possible.

**Grading scale:**

A	98-100	B+	88-94	C+	78-79	D+	68-69
A-	95-97	B	85-87	C	75-77	D	65-67
		B-	80-84	C-	70-74	D-	60-64
							F-59 and below

**Other class information:**

No electronic devices such as cell phones or beepers are allowed in class. They must be off and secured in a closed area.

If a student is to miss class to represent the University, the student must notify the instructor in advance so that class assignments can be made up in a timely manner.

Students are expected to attend each scheduled class. The University attendance policy will be followed.

Students are expected to arrive in class within 5 minutes of the beginning of class. After that time, a student is considered absent. Make up work is at the discretion of the instructor, and assignments are due on the scheduled dates as outlined on the syllabus. If not received by the end of that class period, a letter grade penalty will apply. If assignments are not received by the end of the NEXT class period, they will not be accepted without an approved excuse.

**Bibliography:**

Buck, M.M., Lund, J.L., Harrison, J.M., Cook, C.B. (2007). Instructional Strategies for Secondary School Physical Education. 6<sup>th</sup> e. McGraw-Hill

Darst, P.W., Pangrazi, R.P. (2006). Dynamic Physical Education for Secondary School Students. 5<sup>th</sup> ed. Pearson-Benjamin Cummings.

Fronske, H. (2005). Teaching Cues for Sport Skills for Secondary School Students. 3<sup>rd</sup> ed. Pearson Benjamin Cummings.

Graham, G. (2005) Teaching Children Physical Education: Becoming a Master Teacher. (2<sup>nd</sup> ed.) Human Kinetics

Graham, G., Holt/Hale, S., Parker, M. (2006) Children Moving: A Reflective Approach to Teaching. (7<sup>th</sup> ed.) McGraw-Hill.

Horine, L., Stgotlar, K. (2004) Administration of Physical Education and Sport Programs. McGraw-Hill.

Kovar, S., Combs, C., Napper-Owen, G., Worrell, V. (2007) Elementary Classroom Teachers as Movement Educators (2<sup>nd</sup> ed.) McGraw-Hill.

McCracken, B. (2001) It's Not Just Gym Anymore: Teaching Secondary School Students to Be Active for Life. Human Kinetics.

NASPE (2004) Moving into the Future: National Standard for Physical Education. (2<sup>nd</sup> ed.) McGraw-Hill.

[www.vapherd.org](http://www.vapherd.org)

[www.pecentral](http://www.pecentral)

[www.pelinks4u.org](http://www.pelinks4u.org)

**Teaching Lessons**-Student will teach 2 lessons to the class determined by random distribution. The lesson will be on the determined topic area and will include (but not limited to) the following:

Warm-ups, skill introductions, lead-up games for skill development, game play, cooldown/closure  
Lessons should incorporate Virginia SOLs, and safety

**Lesson Plan for Teaching**-each presented lesson should have an accompanying lesson plan **due at the beginning of the class period the lesson is presented**. The format should follow the template presented on blackboard.

**Lesson Critique**-The student will write a 1-2 page paper critiquing their teaching performance, highlighting strengths, weaknesses, and suggestions for future lessons. **This is due the class period after the lesson is taught.**

**Professional Activity**-Contact Dr. Gaines or Dythia Neydon, President of the PE Majors Club at NSU. Become involved with their activities this spring. Document your involvement and attendance at meetings in a 2-3 page paper.

**Unit Plan**- Students should complete a two week unit plan on a topic area of their choice. This should follow the lesson plan format provided for you on blackboard. This topic is **NOT** one of the topics presented in class. This assignment is to be submitted in hard copy as well as on CD or disc so that I may put it on blackboard for student notebooks.

**Notebook**- The student will compile a notebook of all lesson shared via blackboard and in class distribution. This notebook should be subdivided by topic areas and include a table of contents. The notebook should be comprised of all lessons taught by Professor Kanary, classmates and unit plans submitted by classmates.

**Health Club Review**-The student should schedule a visit to the health club of their choice. One of the premises of high school education is that classes should be set up on the ideals of health club participation. Review the club's programs and classes and evaluate whether/how you think this would work in the high school setting. This should be a 3-5 page paper supporting your views of adapting or not adapting this type of programming into the public school system.