

**The Ohio State University
Department of Human Sciences
KNPE 2601 – Teaching Sport, Leisure, and Exercise
Autumn Semester 2021 Syllabus**

Instructor: Phillip Ward Ph.D. **Office:** PAES building – 2nd floor A256

Office Hours: 8.30am Friday or following class at 2pm Friday. These are my office hours, but the door is always open. I enjoy teaching and talking with you. So, if you have questions that we did not answer in class or if you need clarifications, please email me and we can set up a time to chat.

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Friday Lecture PAES building 143; *Friday Lab* PE *Friday Lecture* 9:10 – 11.00am;

Friday Lab 12.00-1.50pm 0060 (RPAC North Gym)

The Mission of the College of Education and Human Ecology:

The mission of the College of Education and Human Ecology of The Ohio State University is to build upon a tradition of excellence in promoting outstanding teaching, research, and outreach and engagement that impacts and influences our global society in meaningful ways.

Mission of the Educator Preparation Unit at The Ohio State University

The mission of the educator preparation unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing Teacher Candidate learning across all P - 12 school age and demographic groups and in developing skillful physical activity specialist leaders.

Course Description

The purpose of this course is to introduce you to teaching and management strategies which have been linked to pupil learning, the design of instructional materials and techniques, and strategies for working with a diversity of learners in various contexts. This course is designed to teach effective instructional skills in physical education and in coaching settings. This course will study, discuss, and apply effective teaching skills.

Relationship to Other Courses/Curricula

This course is part of a lock-step sequence of courses offered for prospective physical education teacher candidates and physical activity specialists in the Physical Education, Sport and Physical Activity major in the Department of Human Sciences. This course is a requirement for entrance into the professional development phase of the teacher education program and a prerequisite for KNPE 4740 and 4741. A requirement for licensure is the ability to demonstrate competency relative to both content and pedagogy applied to pupils in P-12 physical education contexts,

coaching and settings where physical activity specialists will work parks and recreation centers. In addition, the degree offers majors and minors in coaching and physical activity specialists. The instructional skills needed for teaching, coaching or working as physical activity specialist are highly similar because the contexts are more similar than different.

Credit hours and work expectations:

This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Course Objectives

You will demonstrate acquisition of teaching behaviors, knowledge, and skill necessary to:

1. Develop and maintain an orderly and supportive learning environment in a variety of settings;
 - develop, teach, and monitor classroom/gymnasium routines
 - teach and maintain classroom/gymnasium rules
 - develop preventive management skills and discipline strategies
 - demonstrate techniques and strategies of active supervision
 - demonstrate effective core practices of instruction
 - transition learners/clients to learning tasks/activities efficiently
2. Design and implement challenging instruction and learning experiences that allow for successful participation across a range of skill levels and diverse populations;
 - compare and contrast philosophical/sociological perspectives in a variety of physical activity settings
 - plan to optimize learning for a diverse population of children, youth, and adults
 - plan progressions that allow for success and challenge
 - select and implement delivery techniques to meet learning goals, needs of learners, and diverse experiences/backgrounds
 - modify and create games and activities that are educationally sound
 - use questioning, explanations, and demonstrations to enhance learning
3. Design instructional materials using media/technology resources and deliver that instruction using the appropriate formats.
4. Develop skills in systematic observation and reflection of teaching to promote analysis of behavior (both of the teacher and the pupil) in many different contexts.
5. Develop a personal philosophy and vision as a physical education teacher or physical activity specialist.

Course Evaluation

Quizzes on Chapters (20%)

Over the course of the quarter there will be 10 x 25-minute timed multiple-choice online-quizzes covering the required reading of the course. These timed quizzes will take place on our CANVAS website and will be scheduled from 6.00am to 11.59 pm on Thursday's as indicated in the schedule. There are typically 30 questions with 1-2 bonus point questions. You must score at least a 80% pass on the test or you will be asked to retake the test over the weekend prior to the next class until you pass at 80%. Why is this important? The standards of this class and the standards of the degree you are taking are about competence in your field.

In-class quizzes (10%)

At the start of most classes there will be a 15 to 20-minute quiz of the content of the lesson plan to be taught. You must score 75% pass on the test or you will be asked to retake the test in the following week prior to the next class until you pass 75%.

Reflection on your teaching in labs from video analysis. (10%).

During our lab experiences your teaching will be videotaped and audio-taped and posted on OneDrive. Each week of the labs you will be given set of issues to reflect on and these need to be completed and sent to Won Seok by Tuesday 9pm.

Modification of lesson plans (20%)

Professionals grow only from improving their practice. Reflection and tinkering with your teaching allows you to improve your teaching in intentional ways. Our specific goals for this task include to:

- critically reflect on teaching practice
- develop awareness of assumptions (your own and others) about teaching/students
- identify problems of practice, articulate them, and solve/manage them
- develop a discourse for talking about/improving teaching
- engage in reflection-in-action and reflection-on-action
- differentiate instruction

Modifications need to be completed and sent to **Won Seok each Tuesday by 9pm, end of the lecture on Friday by 11.15, and following your teaching lab by 5pm Friday**. You need highlight all changes with **yellow for Tuesday, lecture changes in green** and **after teaching in blue**.

Teaching Laboratories (20%)

During this course, there will be teaching laboratories on Fridays (12-1.50pm). You will be placed into small groups of 4-5 and assigned a GA. These labs will require that you (a) prepare for the lab by reading and rehearsing the lesson component/s. It is expected that you are VERY WELL PREPARED for these sessions or you will waste your peers and the instructor's time. You might be asked to reteach a section of your lesson if we are not satisfied with the standard of your instruction. At the end of each day, you will receive a grade of:

A = 19-20 Indicating that you were very well prepared, you delivered your instruction well and followed the lesson plan precisely.

A- = 17-18 Indicating that you were well prepared, you delivered your instruction well and followed the lesson plan precisely.

B+ = 15-16 Indicating that you were prepared, you delivered your instruction well and followed the lesson plan correctly but not precisely.

B = 14 Indicating that you were prepared, you delivered your instruction reasonably well and followed the lesson plan correctly but not precisely.

B- = 13 Indicating that you were not as prepared as you needed to be, you delivered your instruction with some difficulty and followed the lesson plan correctly but not precisely.

Fail. <12 Indicating that you were not prepared, AND/OR you delivered your instruction very poorly AND/OR followed the lesson plan incorrectly.

Note that being prepared means that you have a up to date lesson plan in terms of content development and management.

COVID and Scenario Assignments (5%)

Details on Carmen and provided in class

Final application-focused take home written exam (15%)

You will find the exam on canvas in module 15

Note in addition there will be BONUS PERCENTAGE POINTS available for each evaluation area for outstanding work by individuals and groups. Bonus percentage points can increase your final grade significantly and can be awarded by instructors at any time.

Grading Scale

93%-100% =	A	80% - 83% =	B-	67% - 69% =	D+
90% - 92% =	A-	77% - 79% =	C+	60% - 66% =	D
87% - 89% =	B+	74% - 76% =	C	59% - below =	E
84% - 86% =	B	70% - 73% =	C-		

Textbook

Our textbook is:

Building effective physical education programs by Tannehill, van der Mars & MacPhail; (2015). Available at Ohio State’s Barnes and Noble.

Other resources

Canvas Web Site for KNPE 2601 syllabus, lecture ppts, assignments and drop boxes.

OneDrive for videos

Attendance

It is a professional expectation that you would provide notification in advance of absences from class.

Excused absences: I understand conflicts arise. The following absences are considered excused.

- Religious observance – no documentation needed

- Court appearance – summons from the court
- Illness – letter needed from student’s doctor stating when the illness began and for how long he/she should be staying home
- Family emergencies, such as death or serious illness of immediate family member – Contact me to determine what kind of documentation is required.

Absences are only excused in documented cases listed. Please note that there can be no more than two excused absences in the semester-after which absences will be unexcused. If your absences result in you missing a substantive part of the course, I may suggest to you to withdraw from the course.

The University exceptions to the excused absence policy above are military service and athletic competitions (athlete or coach). But because these are planned in advance, let me know by the second week any absences you foresee and I will talk with you specifically about these absences

Unexcused absences: Missing class. Your absences will not be excused for interviews, weddings, student activities, conferences, personal travel, etc. You will drop a letter grade for each unexcused absence-on the third absence you will receive a failing grade.

- Teachers and coaches are expected to be at their sites well before classes start and to be prepared to teach. Likewise, I plan to start the class on time and I expect that you will be on-time ready to work and having read the materials necessary for being successful in that day’s session.
- Teaching whether in schools or coaching, is not like other jobs -if you are not in attendance, I consider that unprofessional, just as I would view that situation if you were a teacher. Thus, please be aware that (a) I do not expect you to be absent for any classes, and (b) On the first unexcused absence you will drop a letter grade, on the second unexcused absence a student will receive an “E”. This applies to the morning lecture and afternoon labs.

Assignments/Quizzes

All written work should be double-spaced using 12 point, and Times New Roman font. No additional spacing between paragraphs should be used. The margins throughout the document should be 1 inch. Include the name of the assignment and your name on a cover page. There is no need for it to be included in a folder.

If you have a conflict due to an excused absence the quiz, I can arrange for the quiz to be taken before the test date.

Late work

Please do not be late with your work. If you are late you will drop a letter grade. However, the larger problem is that it will cause you to fall behind affecting the successive assignments. I don't want that to occur but if you fall more than two weeks behind in the course I will talk to you about withdrawing.

Communication

The university’s official mode of communication is via university email. You should use your buckeyemail address when emailing me, and I will use your OSU email when emailing you.

Response Times

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For each weekly assignment, you can expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.

In turn I expect you to respond to my emails with 24 hours.

Technology For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TTY:** 614-688-8743

Student Resources

Technology:

<u>EHE Tech Help</u>	<u>OSU Tech Support</u>
Academics:	
<u>EHE Homepage</u>	<u>EHE Advising</u>
<u>OSU Advising</u> <u>Dennis Learning Center</u> <u>OSU Office of Research</u>	<u>OSU Library</u> <u>EHE Office of Research</u>
Student Life:	
<u>OSU Student Health Services</u>	<u>EHE Undergraduate Student Services</u>
<u>OSU Student Life</u> <u>OSU Student Financial Aid</u> <u>OSU Career Counseling and Support Services</u> <u>EHE Office of Diversity, Inclusion, and Community Engagement</u>	<u>OSU Student Advocacy Center</u> <u>EHE Career Services</u> <u>OSU Office of Diversity and Inclusion</u>

Technology necessary for this course:

Word processing and internet, email, and canvas access.

Etiquette/ Netiquette

As a member of our community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people’s rights to their opinions; respect the right for people to disagree.

- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) you can refer to:

- *The Committee on Academic Misconduct web pages (COAM Home)*
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)*

But the bigger issues are:

Who would want to hire a teacher or a coach who cheated?

AND

Who would want their child taught by someone who cheated?

Accessibility accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me ASAP to discuss your accommodations so that I can implement them in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Carmen (Canvas) accessibility documentation.

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

Students in Need of Assistance

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Services (1-614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

COVID and accessibility

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Master Schedule for KNPE 2601 AU 2021

Wk	Day/ Date	Lecture focus	Readings/Assignments To be completed by	Quizzes Thursdays 6am-11.59pm	Friday Lab
1	Aug 27	<ul style="list-style-type: none"> • Introduction to the course 	None	None	<ul style="list-style-type: none"> • Two team handball lessons • OSU approach
2	Sept 3	<ul style="list-style-type: none"> • Physical education in and beyond school • Video of team handball 	<ul style="list-style-type: none"> • Read Chapter 1 • Assignment 1: videotape analysis. 	<ul style="list-style-type: none"> • Take quiz 1 chapter 1 (you can take two attempts on the same day if you wish. The higher score counts.) • Submit assignment 1 	<ul style="list-style-type: none"> • Teach lesson 1
3	Sept 10	<ul style="list-style-type: none"> • Teaching skills for physical educators 	<ul style="list-style-type: none"> • Read Chapter 15 	<ul style="list-style-type: none"> • Take quiz 2 chapter 15 	<ul style="list-style-type: none"> • Teach lesson 1
4	Sept 17	<ul style="list-style-type: none"> • The ecology of the gymnasium 	<ul style="list-style-type: none"> • Read Chapter 4 	<ul style="list-style-type: none"> • Take quiz 3 chapter 4 	<ul style="list-style-type: none"> • Teach lesson 1
5	Sept 24	<ul style="list-style-type: none"> • Content development in physical education? 	<ul style="list-style-type: none"> • Read Chapter 13 	<ul style="list-style-type: none"> • Take quiz 4 chapter 13 • Submit content development assignment 	<ul style="list-style-type: none"> • Teach lesson 2
6*	Oct 1	<ul style="list-style-type: none"> • Class management and discipline 	<ul style="list-style-type: none"> • Read chapters 7 & 8 	<ul style="list-style-type: none"> • Take quiz 5 chapters 7 & 8 	<ul style="list-style-type: none"> • Teach lesson 2

7	Oct 8	Main theme physical education curriculum models	<ul style="list-style-type: none"> • Read chapter 10 	<ul style="list-style-type: none"> • Take quiz 7 chapter 10 	<ul style="list-style-type: none"> • Teach lesson 3
8	Oct 15	No Class	Fall Break		
9	Oct 22	Assessment	<ul style="list-style-type: none"> • Read Chapters 11 and 12 	<ul style="list-style-type: none"> • Take quiz 8 chapters 11 & 12 • Submit COVID assignment 	<ul style="list-style-type: none"> • Teach lesson 3
10	Oct 29	Selecting appropriate instructional models	<ul style="list-style-type: none"> • Read chapter 14 	<ul style="list-style-type: none"> • Take quiz 9 Chapter 14 	<ul style="list-style-type: none"> • Teach lesson 3
11	Nov 5	Inclusion and diversity	<ul style="list-style-type: none"> • Read chapter 6 	<ul style="list-style-type: none"> • Take quiz 10 Chapter 6 	<ul style="list-style-type: none"> • Teach lesson 3
12	Nov 12	Advocating for your program	<ul style="list-style-type: none"> • Read chapter 19 	<ul style="list-style-type: none"> • Take quiz 11 Chapter 19 	<ul style="list-style-type: none"> • Teach lesson 4
13	Nov 19	Teaching in the elementary school	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Submit Scenario assignment 	<ul style="list-style-type: none"> • MAKE UP LAB if needed
14	Nov 26	No Class	Thanksgiving, Indigenous people's & Columbus day		
15	Dec 3	Final class	Take home exam Due	-	-