

California State University, Northridge  
Department of Kinesiology  
**KIN 330 and Lab Advanced Techniques of Individual Sports (3 units)**  
**Fall 2007 Tuesday & Thursday, 7:30-9:20am**

Instructor: Belinda Stillwell, Ph.D.  
Office Hours: to be announced

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**Course Description**

This course is designed for upper division physical education majors who are prospective teachers and/or coaches of individual sports. The primary focus will be to acquire the skills, knowledge, appreciation, and attitudes necessary for understanding, designing, and implementing effective secondary physical education programs specifically in the area of individual and dual sports.

**Required Texts**

Darst, P. & Pangrazi, R. (2006). Dynamic Physical Education for Secondary School Students. (5<sup>th</sup> ed.). San Francisco, CA: Benjamin Cummings.

Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve (2006). Sacramento, CA: California Department of Education, pp. 94.  
Information to order a copy: [www.cde.ca.gov/re/pn/rc/](http://www.cde.ca.gov/re/pn/rc/) or call 1-800-995-4099.

**Student Learning Outcomes**

By the end of this course, the student will demonstrate an understanding of:

1. the role and professional responsibilities of the physical education teacher. SLO 7
2. planning and organizing learning experiences appropriate to diverse student populations. SLO 2
3. applying movement concepts and principles to the design and implementation of individual and dual sport across diverse settings. SLO 1, 2, 4
4. the instructional skills necessary to analyze student performance and provide appropriate feedback. SLO 6, 8
5. applying an effective and positive learning environment through the use of a variety of motivational, disciplinary, and managerial procedures that encourages active engagement in the learning of individual and dual sports for lifetime physical activity. SLO 2, 4, 5, 6, 9
6. legal liability, supervision, and safety in secondary school physical education.

By the end of this course, the student will demonstrate:

7. a working knowledge of the Physical Education Model Content Standards for California Public Schools (2006) and the NASPE Standards (2004) by creating developmentally appropriate instructional lessons, objectives, and units. SLO 1, 2, 6, 8, 9
8. the ability to implement a variety of instructional strategies to develop physically educated individuals through individual and dual sports. SLO 2, 4, 5, 6, 9
9. the ability to apply appropriate systematic observation tools to assess teaching and student performance. SLO 3
10. the ability to develop and apply an assessment tool to measure student learning. SLO 9
11. reflective behavior in planning and assessing teaching while seeking opportunities for professional growth. SLO 6, 7, 8

- 12. the ability to explain and discuss the history of physical education in the United States.SLO 6
- 13. the ability to explain the value of Health-Related Physical Fitness in lifetime physical activity and apply the components to lesson plans and field experiences. SLO 6, 8

**Course Content**

- 1. Understanding and Justifying the Need for Physical Education in the Secondary School
  - a. Current trends and issues in secondary physical education
  - b. The impact of physical activity on adolescents
  - c. Goals and objectives for physical education
  - d. Essential components of a quality physical education program
  - e. Physical Education Model Content Standards for California Public Schools (2006) and NASPE Standards (2004)
  - f. Characteristics of successful physical education programs
  - g. Personal Philosophy
- 2. Designing and Teaching a Physical Education Program
  - a. Developing a curriculum (scope and sequence of individual sports)
  - b. Planning for effective instruction (lesson plans & unit plans) within a variety of individual sports
  - c. Improving instructional effectiveness and analysis of individual sports
  - d. Effective management and discipline of students
  - e. Engagement in a variety of teaching styles
  - f. Systematic observation for student and teacher behaviors
  - g. Evaluation and grading
  - h. Students with disabilities
  - i. Liability, supervision, and safety
- 3. Implementing Instructional Activities
  - a. Mini-units of instruction
  - b. Individual sports (nontraditional and traditional) including but not limited to:
    - 1. Pickleball                      3. Racquet Sports                      5. Bowling                      7. Golf
    - 2. Frisbee                      4. Badminton                      6. Aquatics                      8. Track & Field
  - c. Task presentation and structure to peers and middle/high school students

**Professional Expectations**

- a. All work will be fully completed and submitted at the beginning of class on the required due date to be considered on time.
- b. Each student will arrive on time for each class prepared to participate, contribute, learn, and develop new concepts related to teaching and learning.
- c. Participation. Do what you physically can do during lab. As a teacher it is most important that you know what to do and how to do it. If there is any physical problem, please inform me.
- d. Partner work. Students will be responsible for working with a partner(s) throughout the semester.

**Methods of Instruction**

Discussion / Lecture	Practicum Experiences	Peer Coaching
Peer Teaching	Student Presentations	Systematic Observation

**Course Evaluation**

## (a) Discipline Content (55%)

- Lesson Plans
- Quizzes
- Exams

## (b) Application Experiences (40%)

- Systematic Observation Activity
- Peer Teaching
- Teaching Middle School Students (must get TB test)

## (c) Participation/Attendance (5%)

- One point by can be earned per day by completing in-class activities (written, physical participation....)

**Late Work**

One-tenth (1/10) of the total possible points for any one assignment will be deducted for each day your assignment is late (non-class days and weekends are included). For example, if an assignment is worth 100 points and is due on Friday and you turn it in on Monday, 20 points will be deducted from your final score.

**Make-up Exams**

If you miss an exam, zero (0) points are recorded. You may make-up missed exams. Make-ups will be given in full essay format. **Any missed exam must be made up by the very next class meeting you attend.** It will be up to you to approach the instructor and request a make-up.

\*Quizzes cannot be made up. You must be present to receive credit on the day they are given.

**Extra Credit**

You may earn up to five (5) points of extra credit. Please see instructor for details.

**Grading Scale**

A = 93-100%	B+ = 86-89%	C+ = 76-79%	D+ = 66-69%	F= 61% and below
A- = 90-92%	B = 83-85%	C = 73-75%	D = 63-65%	
	B- = 80-82%	C- = 70-72%	D- = 60-62%	

Note: The two unit lecture and one unit lab will be computed together and recorded as one grade.

**Students With Disabilities**

This instructor, in conjunction with California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students With Disabilities Resources located in 110 Student Services Building, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for

accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

### **Statement on Cheating and Plagiarism**

Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. See university catalog pages 523 through 525 for details on academic dishonesty, cheating, fabrication, facilitating academic dishonesty, plagiarism and faculty policy on academic dishonesty.

<b>Date and Day</b>	<b>Assignments</b>	<b>Topics</b>
Tues Jan 22	Read Chapters 1 & 7	Physical Education in the Secondary Schools/Management and Discipline
Thur Jan 24	Continue 1 & 7	Lab on management
Tue Jan 29	Read Chapters 2 & 3	The Impact of Physical Activity on Adolescents/Developing Curriculum
Thu Jan 31 (quiz)	Continue 2 & 3	Lab on cooperative activities
Tue Feb 5	Read Chapters 4 & 5	Curriculum Models/Planning for Effective Instruction
Thu Feb 7	Continue 4 & 5	Lab on introductory activities
Tue Feb 12	Read Chapters 6 & 8	Improving Instructional Effectiveness/Teaching Styles
Thu Feb 14 (quiz)	Continue 6 & 8	Lab on physical fitness
Tue Feb 19	Read Chapters 10 & 12	Assessment, Evaluation, Grading/Liability and Safety
Thu Feb 21	Catch up day	Catch up day
Tue Feb 26	Catch up day	Catch up day
Thu Feb 28 (quiz)	Review day	Review day
Tue Mar 4	Teaching Days	Teaching Days
Thu Mar 6	Teaching Days	Teaching Days
Tue Mar 11	Teaching Days	Teaching Days
Thu Mar 13 (test)	Teaching Days	Teaching Days
Tue Mar 18	Spring Recess	
Thu Mar 20	Spring Recess	
Tue Mar 25	Teaching Days	Teaching Days
Thu Mar 27 (quiz)	Teaching Days	Teaching Days
Tue Apr 1	Teaching Days	Teaching Days
Thu Apr 3	Teaching Days	Teaching Days
Tue Apr 8	Teaching Days	Teaching Days
Thu Apr 10 (quiz)	Teaching Days	Teaching Days
Tue Apr 15	Teaching Days	Teaching Days
Thu Apr 17	Teaching Days	Teaching Days
Tue Apr 22	Teaching Days	Teaching Days
Thu Apr 24 (quiz)	Teaching Days	Teaching Days
Tue Apr 29	Teaching Days	Teaching Days
Thu May 1	Teaching Days	Teaching Days
Tue May 6	Teaching Days	Teaching Days
Thu May 8	Teaching Days	Teaching Days

Tue May 13 (test)	Final Exam 8-10am	Plan to be there
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