

HPEP 350
Team Sports
Fall

Instructor:
Office location:
Office phone:
Office hours:

Course description:

The purpose of this course is to provide learning experiences that will lead to the development of basic skills in team sports. In addition to skill acquisition, the course will focus on how to plan the four stages of skill development in games through the use of informing, extending, refining, and application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for the grades 5-12 student. Students will be expected to achieve an intermediate level of skill in the selected team sports. Practice outside of class time and individual tutoring may be necessary for some students to achieve the expected performance level. Pre-requisite: HPEP 352 or permission of the instructor. 2 credits.

Suggested Texts:

Clumpner, R. (2003). Sports progressions. Champaign, IL: Human Kinetics.

Siedentop, D.; Hastie, P.; and Vandermars, H. (2004). Complete Guide to Sport Education. Champaign, IL: Human Kinetics.

Zakrajsek, D. Carnes, L. & Pettigrew, F. Quality Lesson Plans for Secondary Physical Education, 2nd edition Champaign, IL: Human Kinetics.

Course Objectives: Through class discussion, active participation, readings, peer teaching, reflection, self-assessment and assignments contained in the course, the teacher candidate will be able to:

Skill Acquisition:

demonstrate basic skills in selected sports using a mature movement pattern
demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns (NASPE, 2.1)
demonstrate performance concepts related to skillful movement in a variety of physical activities (NASPE, 2.3)
achieve and maintain a health-enhancing level of fitness throughout the program (NASPE, 2.2)
demonstrate team play concepts and strategies in mini-game play
demonstrate knowledge of history, rules, safety, and performance techniques in selected team sports

Skill Analysis:

analyze and evaluate student performance in selected sports skills
demonstrate knowledge and application of the Sport Education and Teaching Games for Understanding Model
demonstrate an understanding of the broad scope of teaching games content in physical education including the development of closed and open skills
sequence game content for teaching using appropriate combinations of extending, refining and application tasks
select, modify, and apply a variety of pre-designed games for use as application tasks.
develop lesson and unit plans with appropriate assessment procedures for selected team sports

Course Content:

Course Policy and Procedures
 Curriculum and Instruction
 Teaching Games for Understanding (TGfU)
 Sport Education
 Student Designed Games

Course Schedule: Tentative outline for the course, subject to change.

Date	MWF	Topic of Discussion	Homework	Due Dates
8/25	M	Class Begins Introduction/Policy & Procedures Teaching Games for Understanding (TGfU) Invasion Games - Purpose Transferable Skills & Strategies	Read: Mandigo, J., Butler, J., & Hopper, T. (2007). What is Teaching Games for Understanding? A Canadian perspective. Read: Hubball, H. Lambert, J. & Hayes, S. (2007). Theory to practice: Using the games for understanding approach in the teaching of invasion games.	
8/27 8/28	W R	Bike Smart Training – 8-5pm (PHETE students only) Bike Smart Training – 8-noon (PHETE students only)		
8/29	F	Sport Tasting Session (Ultimate, Floor Hockey, Team Handball, Soccer, + mystery sport) Similarities & Differences. Discuss in relation to transferable skills and strategies		
9/1	M	Labor Day – NO CLASS		
9/3	W	Team Handball - TGFU	Read: Items found in Team Handball	

			module (canvas)	
9/5	F	Team Handball		
9/8	M	Team Handball		
9/10	W	Team Handball		
9/12	F	Team Handball – Authentic Game Play Assessment #1	Complete Self- Assessment	Due: Self- Assessment by Sunday 14th 11:59pm
9/15	M	Netball		
9/17	W	Tchoukball (TGfU)	Read: Constantinou, P. (2010). Keeping the excitement alive: Tchoukball and cooperative learning. JOPERD, 81, 30-35.	
9/19	F	Tchoukball (TGfU)		Exam #1: TGfU, Team Handball, Netball, Tchoukball Due: Sunday 21st by 11:59pm (canvas)
9/22	M	Ultimate – Game Stages	Read: Game Stages Handout and Examples. Read: Heidorn, B. & Weaver, R.G. (2011). The ultimate unit in physical education. Strategies, 25, 16-22. Read: Johnson, T., Darst, P., & Brusseau, T. (2006). “Got Disc?” The “Ultimate Experience in Physical Education. JOPERD, 27- 33.	
9/24	W	Ultimate	Read: Items found in Ultimate module (canvas)	

9/26	F	Sports for Individuals with Visual Impairments (e.g. goalball, beep kickball, beep baseball etc.) – Guest Speaker		
9/29	M	Ultimate		
10/1	W	Ultimate		
10/3	F	Ultimate – Authentic Game Play Assessment #2	Complete Peer Assessment	Exam #2: Game Stages & Ultimate Due: Sunday 5th by 11:59pm (canvas) Due: Peer Assessments by Sunday 5th 11:59pm
10/6	M	USTA – QuickStart Tennis Certification Training (8-11am)		
10/8	W	Soccer– Sport Education/TGFU	Read: Pritchard, T. & McCollum, S. (2009). The sport education tactical model. JOPERD, 80, 31-37 Read: Pill, S. (2012). Teaching Game Sense in Soccer. JOPERD, 83, 42-52.	
10/10	F	Designing an Authentic Project Proposal		
10/13	M	Fall Break – NO CLASS		
10/15	W	Soccer	Read: Items found in Team Soccer module (canvas)	
10/17	F	Soccer		Assignment: Authentic Project Proposal Due: Sunday 19th by 11:59 pm (canvas)
10/20	M	Soccer		

10/22	W	Soccer		
10/24	F	Soccer – Authentic Game Play Assessment #3	Complete Video Analysis	Exam #3: Sport Education & Soccer Due: Sunday 26th by 11:59pm (canvas) Due: Video Analysis by Sunday 26th 11:59pm
10/27	M	Socci	Read: Culhane, J., Davis, T., Johnson, S., & Vidoni, C. (2008). Socci: Diversify your portfolio. JOPERD, 79, 13-19.	
10/29	W	Floor Hockey – Skill Assessment (Pre-test)	Complete Self-Assessment	
10/31	F	Floor Hockey	Read: Items found in Floor Hockey module (canvas)	
11/3	M	Floor Hockey		
11/5	W	Floor Hockey		
11/7	F	VAHPERD CONVENTION – NO CLASS		
11/10	M	Floor Hockey – Skill Assessment (Post-test) Authentic Game Play Assessment #4	Complete Self-Assessment	Due: Self-Assessment by 16th 11:59pm
11/12	W	Volleyball	Read: Items found in Volleyball module (canvas)	
11/14	F	Volleyball		
11/17	M	Volleyball		
11/19	W	Volleyball		
11/21	F	Volleyball		Exam #4: Floor Hockey & Volleyball (in class)
11/24	M	*Fitness Test		
11/26	W	Thanksgiving – NO CLASS		
11/28	F	Thanksgiving – NO CLASS		

12/1	M	Basketball - Peer Teaching (TGFU)		
12/3	W	Basketball – Peer Teaching		
12/5	F	Basketball – Peer Teaching LAST DAY OF CLASS		Due: Authentic Project by Friday at 5:00pm
12/10	W	Final Exam (8:00-10:30am)		Due: Skill Competency Portfolio by 10:30am

Course Assignments:

Acquisition and Analysis of Team Sports: Team Handball, Tchouckball, Ultimate, Soccer, Soccer, Floor Hockey, Lacrosse, Volleyball

For each unit content will include the following:

1. History, rules, safety
2. Fundamental skill acquisition
3. Drills and lead up games
4. Strategies
5. Game play (small-sided games)
6. Assessment strategies

50 points	Authentic Project (20%)
100 Points	Skill Based Assessments (40%)
25 points	Micro Teaching (10%)
25 points	Skill Competency Portfolio (10%)
50 points	Exams (20%)

Authentic Project (20%). Working collaboratively in a small group student's will prepare an authentic project that will showcase their knowledge and understanding of team sports. The nature of the project is for the group to design their own interpretation of how to meet the objectives and standards for the project. More information will be provided at a later date.

Performance Assessments (40%). Performance on a variety of skill tests will be measured and graded in terms of criterion-referenced standards. Each student will be assessed on performance in a variety of skills for each sport. These scores will be averaged to give each student a score for each sport. The desired performance will include an ability by the student to demonstrate basic skills in selected sports using a mature movement pattern and demonstrate team play concepts and strategies in mini-game play. More information will be given at a later date.

Lesson Plans & Peer Teaching (10%). Lesson plans are expected for every peer teaching episode. Although these lesson plans will not be graded and are not a part of your overall grade in the course they are a necessary part of planning and teaching quality lessons. Students will not be permitted to teach without a valid lesson plan. Students will be asked throughout the semester to teach certain skills and tactics associated with the team sports.

Skill Competency Portfolio (10%). Evidence should be added to your electronic portfolio under a subheading - team sports. Possible Team Sports: Handball, Ultimate, Soccer, Floor Hockey, Volleyball etc.

1. Identify two team sports from the list above. The list is not exhaustive. If you have another sport you would like to choose, obtain prior permission from the instructor.
2. Video yourself playing the sport in either a modified or full game for at least six minutes. View the video and discuss your strengths and weaknesses in skill performance and game play based on the game play rubrics provided by the instructor. (NASPE 2.1 & 2.3)

Exams (20%). Students will be required to take written tests on each of the major team sports and several minor sports covered in the course. Tests will be given at the completion of each unit.

Grading Scale:

A = 93-100%	A- = 90-92	
B+ = 87-89	B = 83-86%	B- = 80-82
C+ = 77-79	C = 70-79%	C- = 70-72
D+ = 67-69	D = 63-66%	D- = 60-62
F = 59% or less		

Late Work:

All work is due on the date it is assigned. No late work will be accepted. The instructor does reserve the right to allow the submission of late work as a result of individual unforeseen circumstances.

* **IMPORTANT:** This course must be repeated if the student earns a grade of C- or below.

Homework:

One of the main goals of this class is to become skillful players of different sports, a trait that will undoubtedly positively affect one's ability to teach a particular sport. In order to achieve this goal, it is expected that the student will practice skills outside of class. Students are encouraged to help and tutor each other in this area.

Written work: This is an academic setting and thus all written work shall have proper grammar and sentence structure. Spelling and/or grammar mistakes are concerns; the grade shall be lowered so that a grade of 50% will be the maximum score for the assignment. Computer, printer, and disk problems are not acceptable excuses for late submissions.

Attendance:

Attendance at all classes is expected as a part of your professional behaviors as noted above. Thus, Longwood University guidelines will be followed (absent 10% = reduction of one letter grade & absent 25% = failure in course). If a student expects to be absent from a class, notification to the instructor would be strongly encouraged. It is the student's responsibility to notify the instructor if he/she is tardy as attendance will be taken at the beginning of the class. In addition, three tardies will equal one unexcused absence.

Honor Code:

The importance of the college community adhering to an Honor Code and to the highest standards of integrity cannot be overstated. Students are deemed honorable unless their conduct proves otherwise. As members of the institution and community, you are expected to live by the [Honor Code](#) and pledge all class work. All academic work, written or otherwise, submitted by students to their professors or other academic supervisors, and is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors/professors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows

ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file (or the Internet). Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with a professor or tutor, but when the actual work is done, the student, and the student alone must do it. When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them (This is especially true of information obtained through Internet sources). If the words of someone else are used, the student must put quotation marks around the passage in question and add in appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact and submitting it as your own is plagiarism. The Honor Code will be utilized to its fullest extent.

Professionalism/ Dispositions:

This concept includes all of the professional behaviors that will be expected when you become employed as a health and physical education teacher. Such behaviors include, but are not limited to, appropriate conduct, on-time attendance, class preparation, turning in work on time, and proper appearance in professional settings. Students will be asked to leave class if any problem persists. If the behavior is not rectified the instructor will meet with the student and complete a formal disposition assessment and concurrent action plan. The student will be responsible for meeting the discussed action plan. If the behavior persists further action may be taken.

Accommodations of Special Needs:

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact me privately. If you have not already done so, please contact the Office of Disability Resources (103 Graham Building, 395-2391) to register for services.

Bibliography:

- Fronske, H. (2008). *Teaching Cues for Sport Skills for Secondary School Students* (4th Ed.). San Francisco: Pearson.
- McCracken, B. (2001). *It's Not Just Gym Anymore*. Champaign, IL.: Human Kinetics.
- Mood, D., Musker, F., & Rink, J. (2012). *Sports and Recreational Activities* (15th Ed.). Boston, MA: McGraw Hill.
- Mosston, M., & Ashworth, S. (2002). *Teaching Physical Education* (5th). Boston, MA: Cummings.
- National Association for Sport and Physical Education (2004). *Moving into the Future: National Standards for Physical Education* (2nd Ed.). Boston, MA: McGraw Hill.
- Schmottlach, N., & McManama, J. (2010). *Physical Education Handbook* (12th Ed.). San Francisco: Pearson.