

# Fundamentals of Indoor Team Sports

## Kinesiology 232

### Spring 2015

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**Instructor:** Jennifer Smith

**Office:** Forker 202B

**Office Hours:** M/F 9:00am T/R 2:00pm  
(or by appointment)

**Phone:** 294-1762

**E-mail:** gavsmom@iastate.edu

**Location:** Gym 0175

**Class Time:** Tues/Thurs 11:00am-12:20pm

**Required Text:** Sports and Recreational Activities (15<sup>th</sup> Ed.) by Mood, Musker, and Rink (2007). McGraw-Hill

#### Course Description:

Students in the physical education licensure program will learn appropriate teaching progressions for team sport, how to analyze sport-related skills & make corrections, and learn assessment techniques utilized for sport situations. Students will be given opportunities to practice sport skills and various pedagogical skills within teaching sessions. Students will also develop basic lesson plans for their teaching team sport in addition to the development of a unit plan.

#### Course Objectives:

After completion of KIN 232, students will:

- Recognize differences in skill levels in competitive and non-competitive activities in team sports
- Apply various teaching approaches to a variety of team sports through group and individual teaching activities
- Design and implement individual (lesson plans) instructional learning experiences in team sports with logical teaching progressions.
- Design a specific and detailed unit plan that is team sport specific (indoor sport)
- Demonstrate cognitive competence for sport skill and pedagogical knowledge on written work and the final exam for the course

The College of Human Sciences has established core learning outcomes to provide the unifying foundation critical to personal and professional success for all College of Human Sciences undergraduate students.

Component	Core Learning Outcomes
1. Communication	Communicate with clear purpose, workable organization and effective style in written, oral, visual and electric (WOVE) formats without distracting errors in usage or convention
2. Self-Assessment/Self-Reflection	Consistently and realistically analyze and evaluate one's own knowledge, abilities and actions in comparison to professional standards and create action plans to enhance personal and professional efficacy.
3. Critical thinking	Generate, acquire and evaluate information based on scientific evidence, creative processes, and logical and ethical reasoning to make decisions and solve problems in one's personal, professional and community endeavors.
4. Social Justice	Articulate and demonstrate a clear concept of a just society in which individuals and groups equitably share in societal benefits within a global community

## Department of Kinesiology Learning Outcomes:

1. *Communication*. Uses clear and effective written, oral, visual, and electronic (WOVE) communication techniques to foster inquiry, collaboration, and engagement in physical activity and health related settings.
2. *Lifelong learning, assessment, and self-reflection*. Analyzes and evaluates one's own knowledge, abilities and actions relative to professional standards, seeks opportunities to grow professionally, and utilizes self-assessment and assessment of others to foster physical, cognitive, social, and emotional well-being.
3. *Content knowledge, discovery, and critical thinking*. Understands fundamental concepts of physical activity and health, conducts scientific inquiry, and applies critical thinking to solve problems from personal, scholarly, and professional perspectives.
4. *Ethics, diversity, and social justice*. Demonstrates leadership and social responsibility to improve quality of life for others and ensures equitable access for diverse groups by creating appropriate environments to initiate and maintain a physically active, healthy lifestyle.

### Attendance

Attendance is important as this course requires active participation.

- You are allowed **three** absences for this course. Absences include both excused and unexcused absences. If you know you will be gone, please inform the instructor prior to the absence.
- If extenuating circumstances relate to your need to be absent, be prepared to provide documentation.
- If you are absent or miss part of class due to tardiness, you are accountable for any material missed. You need to ask for any handouts or lecture content.
- If you are tardy for class, this will affect your attendance. Two tardies will equal one absence. Being late for class will disrupt activities and is disrespectful. If you know you will be late, please inform the instructor.

### Attire

Students shall wear appropriate clothing to class. This includes shorts or warm-up pants, t-shirts or sweatshirts, and tennis shoes with non-marking soles. Lockers can be rented (see the Forker Supervisor Ron Leibold for rental information) or used on a daily basis. Students not dressed appropriately for activity will not be able to participate and will be counted as absent for the day.

### Participation

Students are expected to participate in all classes activities in a professional and respectful manner. There are no excuses for lack of participation unless a note is received by instructor (from a physician) stating the injury/illness and the dates from/to which person will not be able to participate.

In the event that one cannot participate fully in activities, a student will be required to complete an alternate assignment to make up for the time missed in class due to injury/illness. However, the student will still be required to attend class to observe and/or assist with activities.

Students may be dismissed from class (resulting in an absence) if the following occurs:

- Disrespectful behavior while instruction or peer teaching occurs (poor attention, inappropriate comments made, rough-housing, hindering the participation of others, etc.)
- Inappropriate attire worn to class that prevents you from being fully active
- Inappropriate use of equipment

## Academic Honesty

Academic Misconduct in any form is in violation of Iowa State University *Student Disciplinary Regulations* and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. See the Conduct Code at [www.dso.iastate.edu/ja](http://www.dso.iastate.edu/ja) for more details and a full explanation of the Academic Misconduct policies.

You may also violate this policy if you copy or “borrow” lessons plans from online sources, your peers, or textbooks without giving proper credit to the original authors. You are expected to create your own work in this class. You may review and pull ideas from other resources but you are expected to modify those activities to fit your teaching style and creativity.

## Harassment and Discrimination

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, [Student Assistance](mailto:Student Assistance) at 515-294-1020 or email [dso-sas@iastate.edu](mailto:dso-sas@iastate.edu), or the [Office of Equal Opportunity and Compliance](http://Office of Equal Opportunity and Compliance) at 515-294-7612.

## Special Accommodations:

Iowa State University complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act. Any student who may require an accommodation under such provisions should contact me as soon as possible by email ([gavsmom@iastate.edu](mailto:gavsmom@iastate.edu)) or in person and no later than the end of the first week of class or as soon as you become aware of your need. You will need to provide documentation of your disability to the Disability Resources (DR) office, located on the main floor of the Student Services Building, Room 1076.

## Grading Scale

94 – 100% = A	77 – 79% =C+
90 – 93% = A-	74 – 76% = C
87 – 89% = B+	70 – 73% = C-
84 – 86% = B	60 – 69% = D
80 – 83% = B-	00 – 59% = F

Teacher Licensure requirements state you must receive a C or higher in this course.

Late work will not receive full credit. A 10% deduction will be applied for each day an assignment is late.

## Assignments for KIN 232

Specific-Sport Assessments	30 points
JOPERD Journal Assignments	30 points
Team Sport Unit Plan	100 points
Final Exam	50 points
Individual Teaching Experience	50 points
Lesson Plan for Individual Teaching	50 points
Peer Feedback	20 points
<u>In-Class Assignments</u>	<u>45 points</u>
Total Points for Course	375 points

## Blackboard Usage

You are expected to review Blackboard frequently each week of the semester. The following information will be presented and updated regularly:

- Class announcements
- Assignment explanations/rubrics
- Due dates and dead lines
- Grade book updates
- Class handouts



## Tentative Schedule for Spring 2015

January 13	Introduction Day
January 15	Lesson Planning
January 20	Floor Hockey
January 22	Floor Hockey
January 27	Basketball
January 29	Basketball
February 3	Basketball
February 5	Speedball
February 10	Speedball
February 12	Speedball
February 17	Volleyball
February 19	Volleyball
February 24	Volleyball
February 26	Unit Plan Discussion
March 3	Curriculum Models/Teaching Approaches
March 5	Curriculum Models/Teaching Approaches
March 10	Curriculum Models/Teaching Approaches
March 12	Curriculum Models/Teaching Approaches
March 17	No Class- Spring Break
March 19	No Class- Spring Break
March 24	Individual Teaching
March 26	Individual Teaching
March 31	Individual Teaching
April 2	Individual Teaching
April 7	Individual Teaching
April 9	Individual Teaching
April 14	Individual Teaching
April 16	Individual Teaching
April 21	Individual Teaching
April 23	Individual Teaching
April 28	Individual Teaching
April 30	Risk Management and Legal Aspects
May 6	Tentative final 9:45am

The schedule for KIN 232 is tentative and may change. Your instructor will notify you of any changes.

## **Individual Teaching Experience**

Each student will teach a team sport lesson to their peers while being assessed on pedagogical skills and lesson plan development. Team sports will be randomly assigned in addition to the order of teaching. Teaching will be evaluated on a 50 point assessment. The related lesson plan will be evaluated on a 50 point assessment as well.

Rubrics will be shared with you prior to teaching so you understand the expectations.

Peer feedback (30 points) will be collected after each lesson. Instructors can review their peer feedback if they wish as it can be provided in an anonymous fashion.

## **Unit Plan**

A team sport unit plan is due at the end of the course. You may choose the **indoor** team sport and the unit plan must include 5 lesson plans that follow a suitable progression. The unit plan will also include: an outline, assessment tools, resource list, title page, written quiz/exam, and a brief explanation about why you would teach this sport in your PE program. A portion of the points will be allocated to meeting checkpoints for the major assignment. Students will be expected to submit portions of the unit plan prior to the due date to demonstrate early work on the assignment. The checkpoints will also allow for early feedback on the assignment.

Further information will be given for the unit plan at midterm so you have PLENTY of time to work on this time-intensive assignment.

## **Specific-Sport Assessments**

In order to ensure your acquisition of content knowledge for the various sports/activities, you will complete assignments and/or quizzes to ensure you are familiar with sport history, rules, regulations, etc.

## **JOPERD Journal Assignments**

You will review six journal articles this semester and complete a reflection on the information. The JOPERD journal provides a large variety of information for PE teachers and much of the content can relate to traditional physical education and the inclusion of sport in the curriculum.

## **In-Class Assignments**

Opportunities for group work and discussion will happen often during our course. Appropriate attendance will help a student earn in-class points on a regular basis. You must be in class to earn these points.

## **Final Exam**

The final exam will include information about creating lesson plans, content related to all sports in the course, and risk management information. It is cumulative in nature and will be provided during final's week.

### **ISU Educator Preparation Program Conceptual Framework**

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today's learners achieve to their full potential. Additional information about the framework can be found at: <http://www.education.iastate.edu/accreditation/iowa-state-university-educator-preparation-program-conceptual-framework/>

### **Religious Accommodation**

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity and Compliance](#).

### **Dead Week**

This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook <http://www.provost.iastate.edu/resources/faculty-handbook> .

### **Syllabus and/or Course Concerns**

If you are experiencing, or have experienced, a problem with a violation of any of the university guidelines, please contact Jennifer Smith to discuss the issue or, if that alternative does not seem viable to you, email [academicissues@iastate.edu](mailto:academicissues@iastate.edu).