

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form**

ABSTRACT

Course Abbreviation and Number: PE 203		Course Title: Physical Education for Elementary School Children	
Number of Units: 3			
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input checked="" type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line	
Course Proposer (please print): Laura de Ghetaldi, Ed.D.	Email: ldegheta@csusm.edu	Submission Date: 4/7/2014	

1. Course Catalog Description: Survey of physical and health education programs for elementary school children. Addresses the role of, and need for, physical education programs at the elementary school level; examines the California Content Standards for Physical Education and Health Education instruction; and develops skills in applying that content in the elementary school setting. Specific attention is given to motor skill and movement concepts; fitness, wellness, exercise physiology, and disease prevention; drugs/narcotics, alcohol, tobacco, and nutrition; and to the social, historical, and cultural significance of physical education.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

 _____ Date 4/7/14
 Course Proposer

 _____ Date 4/7/14
 Department Chair

Please note that the department will be required to report assessment data to the GEC annually.

 _____ Date 4/14/14
 Library Faculty

Support Do not support*

Support Do not support*

_____ Date _____
 Impacted Discipline Chair

Support Do not Support*

Approve Do not Approve

_____ Date _____
 Impacted Discipline Chair GEC Chair

From: Jeff Nessler
Sent: Thursday, April 24, 2014 11:10 AM
To: Marshall Whittlesey
Subject: FW: GE Area E Courses for Kinesiology

Marshall,

I am not sure if this was necessary, but I went ahead and asked for support from Education for 2 of our GE courses: PE 203 and KINE 310. They have given their approval below.

Jeff

From: Manuel Vargas <mvargas@csusm.edu>
Date: Thursday, April 24, 2014 11:04 AM
To: Jeff Nessler <jnessler@csusm.edu>
Subject: FW: GE Area E Courses for Kinesiology

Jeff:

I am happy to endorse you request for the two courses.
Let me know what else I can do.
Thank you!

From: Erika Daniels <edaniels@csusm.edu>
Date: Thursday, April 24, 2014 at 10:33 AM
To: manuel vargas <mvargas@csusm.edu>, Jodi Robledo <jrobledo@csusm.edu>
Subject: Re: GE Area E Courses for Kinesiology

It's okay with me. Jodi?

-- Erika Daniels, Ed.D
Associate Professor, Literacy Education
Co-Coordinator, Middle Level Education Program
California State University San Marcos
760-750-8547

From: Manuel Vargas <mvargas@csusm.edu>
Date: Thursday, April 24, 2014 8:43 AM
To: Erika Daniels <edaniels@csusm.edu>, Jodi Robledo <jrobledo@csusm.edu>
Subject: FW: GE Area E Courses for Kinesiology

Colleagues:

I received this request from Jeff Nessler and I understand that you are our curriculum committee representatives. I also want to share with you that I do not have any objections to Jeff's request. I would like to notify you and ask if you have any concerns.
Thank you!

Manuel P. Vargas, PhD
Professor and Director, School of Education
College of Education, Health and Human Services
California State University, San Marcos
San Marcos, CA 92096
Tel. (760) 750-8535
Fax. (760) 750-3160

From: Jeff Nessler
Sent: Friday, April 18, 2014 12:51 PM
To: Manuel Vargas
Subject: GE Area E Courses for Kinesiology

Manuel,

We are a bit behind on submitting our paperwork to re-certify our GE courses. I have attached the Area E forms and Syllabi for 2 of our courses that might be subject to Education's approval. These courses have been offered as GE courses for a few years now and we have not made any changes to them for this process. An email from you stating that Education supports them will suffice for the GE Committee. Let me know if you have any questions,

Jeff

Jeff Nessler, Ph.D.
Associate Professor and Chair
Department of Kinesiology
California State University, San Marcos
University Hall 308
760-750-7352

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form**

Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Lifelong Learning and Self-Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.	Lectures and activities that address Pangrazi, Gallahue, Donatelle and Virgilio's approach to supporting teaching wellness supporting the psychomotor, affective and cognitive domains. The students will reflect on how this might be integrated into their own lives and into the lives of family members and potential children they might teach.	Students will develop their own wellness and fitness plans developing fitness and nutrition programs. They will also be required to teach a lesson in either physical or health education to the rest of the class and develop the lesson plan for "said" lesson. Students teaching will be evaluated using the CSUSM College of Education's Assessment of Teaching Performance Expectations-Beginning Student Teachers
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.	Students will develop their own fitness and nutrition programs. /they will evaluate their current eating habits and will determine the nutritional contents of what they eat. They will analyze food intake including determining the fat, protein, carbohydrate and sodium levels of their overall food intake. They will work towards understanding health literacy and healthy consumerism. Material will be available and also presented on making lifetime healthy choices working to ward lifetime wellness.	These will be assessed through their chapter assignments-research and critically thinking based, through class activities. They will also be assessed of their teaching presentations/lesson developments and exams evaluations..
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.	Students are required to write an essay addressing the benefits of a quality physical education program. They will also develop a written defense supporting the integration of the California Health Content Standards into the classrooms K-12.	These will be assessed via rubric, TurnItIn and other written evaluations.
E1.4 Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.	Students will be presented with the CSUSM Civility program. Class discussions, the viewing of Bully-the movie, research writing and activity development supporting the Civility program will continue throughout the semester.	Turnitin papers will be evaluated via rubric/written evaluation.
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.	Students will complete weekly written assignments covering the required chapter readings in the two required texts. They will also complete a research paper and essay questions in examinations all supporting research, and critical thinking skills as they develop skills to locate, analyze and synthesize information supporting the course content.	These will be assessed via rubric, TurnItIn and other written evaluations.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy**

See GE Handbook for information on each section of this form

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students review one another's work. They will have opportunities to evaluate the student's lessons/presentations. They will assess the teaching effectiveness presented in video reviews.	These will be assessed via peer and teacher evaluations.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Weekly critical thinking papers are due where students respond to questions regarding chapter readings, article and video reviews. These questions address physical and health education issues regarding children. Students are also required to write a research paper and lesson plan supporting the research. The research investigates topics supporting the CSUSM Civility program and how this can be integrated into physical education and health/classroom education settings. These topics address diversity, care, respect, empathy, culture and humanity topics.	With the use of written evaluations including rubric assessment of these chapter assignments and for the research papers.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form**

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The students will research/investigate topics supporting the CSUSM Civility program and how this can be integrated into physical education and health/classroom education settings. These topics address diversity, care, respect, empathy, culture and humanity topics-APA format.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): See above-Depending upon the research topics, students will not only research interrelatedness of people/children within the classrooms and/or various classroom settings but this might also go beyond the classroom and address local, national and global contexts addressing topics of inclusion, school violence, cyber bullying, etc.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Students meet with CSUSM Research Librarian Toni Olivas to review research writing requirements-APA, Eric searches etc. Students are required to write a minimum of 5 pages of research including a title page, abstract and bibliography. They also write 7 papers with a minimum of 2 pages requiring in-text citations addressing the weekly reading in their textbooks. They also write a take home essay exam that is a minimum of 10 pages. They will learn the skills necessary to assess and evaluate information in a modern academic library and conduct college level research.
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	Students learn to integrate healthy living into their own lives. They are required to write long and short-term goals for a personal exercise and nutrition program. They develop the components of fitness including cardiovascular endurance, muscular strength and endurance, flexibility, body composition. They develop F.I.T.T. guidelines-addressing frequency, intensity, time and types of health related fitness. They also address performance related fitness. Students also review the California Physical Education and Health Education content Standards and learn how to develop lessons integrating these teaching standards K-8.
Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors	Students will understand the relationship between physical activity and physical growth; physical,

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy**

See GE Handbook for information on each section of this form

<p>which contribute to students' own personal development.</p>	<p>cognitive, emotional, social, and perceptual development; and self-image. The instructor will introduce strategies for teaching, children with varying cultural and socioeconomic backgrounds and those with special needs. They will gain knowledge and experiences understand factors that contribute to school violence and strategies for teaching children effective conflict resolution. They will develop awareness and experience integrating physical education with other content areas, such as language arts, mathematics, and the social and natural sciences. They will practice conceptualizing and applying an integrative study program.</p>
<p>Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.</p>	<p>Students learn to integrate healthy living into their own lives. They are required to write long and short-term goals for a personal exercise and nutrition program. They develop the components of fitness including cardiovascular endurance, muscular strength and endurance, flexibility, body composition. They develop F.I.T.T. guidelines-addressing frequency, intensity, time and types of health related fitness. They also address performance related fitness. Students also review the California Physical Education and Health Education content Standards and learn how to develop lessons integrating these teaching standards K-8.</p>
<p>These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.</p>	<p>Students work with Toni Olivas with their research. They are also required to write a children's book for any grade K-8. These books address areas of health literacy including topics addressed in the California Physical Education and Health Education Standards. This might include nutrition, dieting, exercise programs, sports, lifetime fitness, alcohol, tobacco, drug use/abuse, etc.</p>
<p>Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.</p>	<p>http://biblio.csusm.edu/guides/course-guide/23-PE203?tab=935#tab-content</p> <p>The link above shows the research project developed with Toni Olivas. PE 203: Physical Education for Elementary School Children. This site is for PE 203 students to assist them in the completion of their research project and addresses all aspects of academic research.</p>
<p>Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.</p>	<p>Students are required to develop a Health Fair for an elementary or middle school. They assess the needs of the community and create descriptions of the booths, develop activities, flyers, budgets, etc. Students must also create a lesson plan to meet the needs of particular students that incorporates recent and relevant research as well as best practices in the profession.</p>

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form

CALIFORNIA STATE UNIVERSITY SAN MARCOS
PE 203-Physical Education for Elementary School Children
Department of Kinesiology
Spring 2014

INSTRUCTOR:

OFFICE:

OFFICE HOURS: Mo/We7: 0-8:30.m., Mo/We12:45-1:15 and 2nd & 4th Tuesdays 11:30-12:00.
(Tuesdays are by appointment only!!) Appointments are always available by phone. Please note you also have my home phone number.

PHONE:

EMAIL: Campus email

CLASS MEETINGS:

PE 203-01 -- Mo/We 8:30-9:45 Markstein 309

PE 203-02 -- Mo/We 10:00-11:15 Markstein 309

COURSE SCHEDULE:

See the tentative course Schedule on pages 7-8 in this syllabus.

TEXTS (REQUIRED):

- **Pangrazi, Robert, (2009).** *Promoting Physical Activity & Health in the Classroom, S.F., Ca.:* Benjamin Cummings/Pearson
- **Virgilio, SJ. (2012)-2nd edition.** *Fitness Education for Children.* Champagne, IL: Human Kinetics. (NOTE- This is the newly released edition --- **NOTE-DO NOT purchase the 1997 1st edition.**)

Infused Competencies

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

Special Learning Needs

Consistent with the belief that education is inclusive for all students, this course will demonstrate the collaborative infusion of teaching strategies for learners.

Technology

This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology for their own professional development and practice, as well as be able to strategically place it in the hands of students for their learning and understanding of concepts you teach.

Note-Please turn off cell phones in class. No use of iPods, headphones or personal computers in class. If you use a personal computer or the classroom computers in class, this should only be for class work. I will ask you to leave if you are doing other work in class.

COURSE DESCRIPTION:

This is a survey of physical and health education programs for elementary school children. It addresses the role of, and need for, physical education programs at the elementary school level; examines the California Content Standards for Physical Education and Health Education instruction; and develops skills in applying that content in the elementary school setting. Specific attention is given to motor skill and movement concepts; fitness, wellness, exercise physiology, and disease prevention; drugs/narcotics, alcohol, tobacco, and nutrition; and to the social, historical, and cultural significance of physical education.

COURSE OVERVIEW:

In this course you will learn how a classroom teacher can integrate physical education and health education at the pre-school and elementary level. You will learn why physical education should be a focus for children to learn to become active in life and that through this they will learn the tools needed to help them be active as adults. There is currently a population of our youth in the United States that is obese and threatened by risk of life expectancy due to Diabetes.

Through this course, you will learn what it is that makes individuals become and stay active; what the role is of the physical educator is in educating students "of the physical and through the physical;" and you will learn how youth develop and how they learn in different ways. You will also learn what are the diverse needs of various classes/students, what is needed to be a reflective and effective educator; what are the various forms of assessment; and what are the legal and adapted implications needed to be addressed when presenting physical education and health education programs at the elementary level. We will also be discussing the following: how can an elementary classroom teacher integrate curriculum effectively with a physical educator, how can they create positive, safe and mainstreamed learning environments, effective styles of teaching, current available technologies, and also know what are the various websites and resources needed to do so. You as students in this course, will develop, write and teach lesson plans and develop unit plans, assess student learning, and be able to deal with student conflict within the physical education and elementary school settings.

LEARNING OUTCOMES FOR THIS CLASS:

1. **Demonstrate an understanding of appropriate physical education and health education content that meets the needs of K-6 students.** Students will select, plan, and implement a lesson plan as part of a research paper and will provide a teaching demonstration to their peers. Students will also be exposed to this material in lecture and text and will be assessed through formal examinations.

2. **Develop an understanding as it relates to:**
 - a. **The value and purpose of physical activity for children.**
 - b. **Learning outcomes in the psychomotor, cognitive, and affective learning domains**
 - c. **based on national and state standards.**
 - d. **Exercise principles and fitness components in order to select/create enjoyable**
 - e. **physical activities that promote physical fitness.**
 - f. **d. The relationship between physical activity and physical growth; physical, cognitive,**
 - g. **emotional, social, and perceptual development; and self-image.**
 - h. **e. Health and topics involving disease prevention, drugs, alcohol, and tobacco.**

Students will be exposed to this material through lecture and text and will be assessed via examination. Students will also view video of experienced teachers in the classroom and will evaluate lessons based upon the ideas covered in the course. Finally, students will research and develop curriculum that will address: TOLERANCE, SCHOOL BULLYING, INCLUSION, CITIZENSHIP, and/or DIVERSITY in the pre-school or elementary school physical education and/or classroom settings.

3. **Demonstrate effective instruction in teaching elementary physical education and health education content; including, developmentally appropriate instruction, managing student behavior, assessing performance, and creating interdisciplinary learning opportunities where appropriate.** Students will complete a research paper that requires the development of a lesson plan and will provide a teaching demonstration to their peers following the ideas covered in this course.
4. **Critically reflect upon the practice of teaching.** Students will view and evaluate video of experienced teachers in the classroom, create their own lesson plans, and complete a research paper that will require them to reflect upon the profession.
5. **Participate in a variety of traditional and nontraditional games, sports, dance, and other physical activities.** Students will be exposed to these activities as part of the lecture and chapter assignments, and will be asked to consider and reflect on their role in appropriate Physical Education.
6. **Learn the skills necessary to assess and evaluate information in an academic library and conduct college level research.** Students will research and develop their own curriculum that will address: TOLERANCE, SCHOOL BULLYING, INCLUSION, CITIZENSHIP, and/or DIVERSITY in the pre-school or elementary school physical education and/or classroom settings. This will require a knowledge of how acquire relevant research as well as the interpretation and application of data (i.e. consumers of research).

LEARNING OUTCOMES FOR ALL GENERAL EDUCATION AREA E COURSES:

- 1 Describe the physiological, social/cultural, and psychological influences on your own well-being.
- 2 Identify and actively engage in behaviors that promote individual health, well-being, or development.
- 3 Describe the value of maintaining behaviors that promote health, well-being and development throughout a person's lifespan.
- 4 Describe how their well-being is affected by the university's academic and social systems and how you can facilitate their development through active use of campus resources and participation in campus life.
- 5 Demonstrate critical thinking skills by locating, analyzing and synthesizing information.

LEARNING OUTCOMES FOR ALL GENERAL EDUCATION COURSES:

- 1 Students will communicate effectively in writing to various audiences.
- 2 Students will think critically and analytically about an issue, idea or problem.
- 3 Students will find, evaluate and use information appropriate to the course and discipline.

LEAP (Liberal Education and America's Promise) AND CSUSM SPECIFIC GOALS:

LEAP 1	Knowledge of Human Cultures and the Physical and Natural World
LEAP 2	Intellectual and Practical Skills
LEAP 3	Personal and Social Responsibility
LEAP 4	Integrative Learning
CSUSM 1	Exposure to and critical thinking about issues of diversity
CSUSM 2	Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts

EVALUATION ITEMS:

1. TEACHING ASSIGNMENT: You will have the opportunity to team- teach a short lesson, of your choice, to your peers for a topic in either physical education or health education. A written lesson will accompany your presentation. This lesson will also need to be submitted into Cougars Course. Clear instructions for this assignment, including your presentation date will be given to you at a later date. Depending on the topic you select, the teaching dates will be assigned to the teams for the dates on **NOTE: This assignment has 45 points possible.** Teaching assignment dates will be 4/21, 4/23, 4/28 and 4/30.

2. EXAMS: There will be two exams. Exam #1 will cover the first portion of the course from in-class lectures. **Exam #1 will occur in class on WEDNESDAY, MARCH 19.** THE make-up will be multiple choice, matching, fill-in and essay. **NOTE: TEST #1 is worth 125 points. Exam #2 will be in a take home exam format and it will be due in to be submitted on line via TurnItIn no later than the end of your scheduled final exam time. For example, if your final exam date is scheduled for Monday, MAY 12 between 9:15-11:15 a.m., you must have your exam submitted BEFORE 11:15 a.m. (See the weekly schedule of this syllabus for your assigned date and time.) This must be handed via TurnItIn in CC/Moodle for our course and not left outside my office. You will not receive credit if it is not submitted on line. NOTE: TEST #2 is worth 125 points.**

3. CHILDREN'S BOOK: You will be required to write a children's book on either a physical education or a health education topic appropriate for any reading level Pre-School, K-6 (6-8 if that is your area of credential preparation is for teaching middle school). You will receive more specific information about this project at a later date. **This assignment will be due and read to the class on the last day of the semester which is WEDNESDAY, MAY 7.** You will be reading this to the class. **NOTE: This project is worth 25 points. It will be self-evaluated/graded.**

4. RESEARCH PAPER: This semester we will be researching and developing curriculum that will address: TOLERANCE, SCHOOL BULLYING, INCLUSION, CITIZENSHIP, and/or DIVERSITY in the pre-school or elementary school physical education and/or classroom settings. This assignment will enable you to acquire and evaluate information that will identify the need for these topics to be addressed within our schools. You will then organize, synthesize, interpret and communicate this information within the format of the project assignment. On **Monday, March 3**, we will meet with our assigned Research Librarian, Toni Olivas in Kellogg 2303. This meeting will be used to review research possibilities available to you. Please note that this assignment could be something very powerful for you to place within your professional portfolio. This can be used when applying for a future teaching position. The length of your paper should be **a minimum of five full pages of research.** These length requirements should not include the Title Page or the Bibliography. You will need an abstract page. This research paper should be written in **APA format.** You will need a minimum of at least 3 references other than our textbooks and **at least one reference must be peer reviewed.** More specifics of the written research requirements will be discussed at our library meeting. You will also need to go to the Research

Paper section in our Cougar Course for further details. A lesson plan is also required for this paper. This is beyond the required 5 pages for the research portion of this project. The lesson plan must be 1-3 pages in length using the required format. This format will be reviewed in class and it is also found in the Research Paper section in CC. If your lesson plan takes place in the classroom, make sure to use the Health Content Standards instead of the Physical Education Content Standards. The instructions/requirements for the research paper, lesson plan and the rubrics format evaluation sheet are posted in the Research Paper folder in the PE 203 Cougar Course container. A required inclusion of an appropriate lesson plan will also be required for this assignment in addition to the research paper. **This paper is due via TurnItIn no later than 11:00 p.m. SATURDAY, APRIL 12.** NOTE: This project is worth 50 points.

5. CHAPTER ASSIGNMENTS: You will have 7 different chapter assignments covering material from both the Pangrazi and the Virgilio texts. Since this is mostly an on-line course, this is a critical portion of the course requirements. This will ensure your ability to understand and be able to apply the content of the chapters. The assignments are posted in the Chapter Assignments folder in the PE 203 cougar Course. **Be sure to submit your own work and reference with APA format wherever necessary.** These assignments are:

- A. Chapter Assignment A-Ch. 1-Pangrazi & Ch. 1 Virgilio-Due **before** 11:00 p.m. on **Saturday, 2/1.**
- B. Chapter Assignment B-Ch. 2-Pangrazi & Ch. 2 Virgilio-Due **before** 11:00 p.m. on **Saturday, 2/8.**
- C. Chapter Assignment C-Ch. 3-Pangrazi-Due **before** 11:00 p.m. on **Saturday, 2/15.**
- D. Chapter Assignment D-Ch. 4-Pangrazi-Due **before** 11:00 p.m. on **Saturday, 2/22.**
- E. Chapter Assignment E-Ch. 5-Pangrazi-Due **before** 11:00 p.m. on **Saturday, 3/1.**
- F. Chapter Assignment F-Ch. 6-Pangrazi & Ch. 6 Virgilio-Due **before** 11:00 p.m. on **Saturday, 3/8**
- G. Chapter Assignment G-Ch. 7-Pangrazi-Due **before** 11:00 p.m. on **Saturday, 3/15.**

Note: Each of these chapter assignments are worth 15 points each. Your work must show evidence of study and application of the material addressed in the chapters. Use the rubric sheet provided in CC to review the evaluation process for these assignments. This project has a total of 7 X 15 points = 105 points possible.

6. VIDEO CLIP ASSIGNMENTS: **There are 5 different reflection/discussion assignments that will be due as a result of watching the corresponding video clips of classroom teachers teaching in-class mini "movement" lessons.** We will view the videos in class for each of the 1-3 assignments. You will watch the videos on your own time for Assignments 4-5. These must be submitted into TII no later than 10:00 p.m. on Saturday, April 20. These very short movie clips that can be found in the Video Clip Assignment file. Make sure you are patient while they load!! You will be asked to write a brief summary reflecting/discussing what you liked and did not like within the mini-lessons. What would you use or not use? If you did not like something, how would you change it to your liking? Was it safe, what teaching styles were used and/or did the lesson have potential to be adapted for inclusion of students with special needs? Show evidence of applying course material and reflective insights. Have fun responding to the ideas and opinions of others. If you submit a minimal one-paragraph response, you will not receive full credit. Each reflection response is worth 5 points. If you miss class for the in-class Assignments 1-3, you will not be allowed to make up this credit. Check ahead of time to make sure you can view the November 19 videos on your computer. Do not wait until the last minute!!

Video Clip Assignment #1--Bubbles movie & Dandy Dice movie-This will be completed in class on Wednesday, January 29.

Video Clip Assignment #2-- Duo Balance movie & Finger Wrestling movie-in class on Wednesday, February 5.

Video Clip Assignment #3--Hand Signals movie & Hi Low Jackpot movie- in class on Wednesday, February 12.

Video clip Assignment #4 -Submit via TII no later than 10:00 p.m. Saturday, April 19.

Video Clip Assignment #5 -Submit via TII no later than 10:00 p.m. Saturday, April 19.

Note: Each of these video clip assignments are worth 5 points. There are 25 points possible for all 5 of the video clip assignments.

7. ATTENDANCE: Due to the uniqueness of this class, in that much of the material will not just come from lecture material but from activities **you are REQUIRED to attend classes.** While you will not be graded on your actual activity performance on any given day, it is imperative that you attend each and every class, as some of the course material cannot be obtained through notes that might be taken for you by your classmates. Please note that you are responsible for obtaining the notes from one of your classmates if you miss a class. You do not need to contact the professor for missing a class. Roll will be taken at every class meeting. Each time you miss a class, you will have 5 points deducted from your total possible 500 points. These missed classes can add up quickly and this can dramatically lower your overall grade. There are no make-up possibilities for missed classes. There is no extra credit for missed classes or missed work. These absence points will be deducted at the end of the semester after the last day of classes and all deadlines have past.

8. GRADING PROCEDURES:

A = 93 - 100%	C = 73 - 76%
A- = 90 - 92%	C- = 70 - 72%
B+ = 87 - 89%	D+ = 67 - 69%
B = 83 - 87%	D = 63 - 66%
B- = 80 - 82%	D- = 60 - 62%
C+ = 77 - 79%	F = BELOW 60%

9. GRADING BREAKDOWN:

Teaching Assignment=	45 points
Test #1 =	125 points
Test #2 =	125 points
Children's Book =	25 points
Research paper/project =	50 points
Video Clip Assignments =	25 points
Chapter Assignments=	105 points
<hr/>	
Total Points Possible =	500 points

10. UNIVERSITY WRITING REQUIREMENT-The REQUIRED Chapter Assignments A-G each have minimum of 2 full pages. These will total a minimum of 14 pages. Students will also have a minimum 5 full pages due with their research paper. This will satisfy the 10-page minimum for an ALL UNIVESRSITY WRITING REQUIREMENT for a 3-unit course.

11. ACADEMIC HONESTY STATEMENT: (as required by the Student Academic Honesty Policy).

Please refer to:

http://www.csusm.edu/studentaffairs/policies/academic_honesty.htm

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references

to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the University. Disciplinary action may include the lowering of grades and /or the assignment of a failing grade for an exam, assignment, or for the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. You will receive a **minimum** of a score of zero on that assignment and depending on the value of the assignment or exam, it may mean a failing grade.

12. ADA STATEMENT: Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

WEEKLY SCHEDULE: This is a tentative schedule for the Spring Semester 2014.

The outdoor dates will be assigned one week in advance but may change due to weather conditions. Should there be any questionable weather conditions for outside date assignments **please check your campus mail that particular morning**. Should our class be cancelled for outside participation that particular day, we will **ALWAYS** meet in our scheduled classroom instead. Should any other changes occur throughout the semester, you will be informed in class/online of any changes. All of the due dates for submitted TurnItIn material will not be changed. You will see the course schedule posted below. **Please note that any print that is in blue represents the due date for chapter assignments and red is for exams. The color green designates projects and purple represents video assignments that are due.**

PE 203-Weekly Schedule-SPRING 2014

Blue type=Chapter Assignments

Red type=exams

Purple=Video Clip Assignments

Green=Projects-research paper, teaching, children's book

WEEK #1—JANAURY 20-26-- Introduction to course material. "Benefits of a quality Physical Education program. " What is a physically educated person?

WEEK #2—JANAURY 27-FEBRAURY 2--Read Pangrazi-Chapter 1 AND Virgilio-Chapter 1.

****Note-Chapter Assignment A is due via TurnItIn (TII) before 11:00 p.m. on SATURDAY, FEBRUARY 1.**

****Note-On Wednesday, January 29, there will be an in-class video viewing/with in-class written assignment of Discussion/Reflection of video clip assignment #1.**

WEEK #3—February 3-9--Read Pangrazi-Chapter 2 AND Virgilio-Chapter 2.

****Note-On Wednesday, February 5, there will be an in-class video viewing/with in-class written assignment of Discussion/Reflection of video clip assignment #2.**

****Note-Chapter Assignment B is due via TurnItIn (TII) before 11:00 p.m. on SATURDAY, FEBRUARY 8.**

****NOTE-Begin to familiarize yourself with the California/National Content Standards in Physical Education submitted in our CC container.**

WEEK #4—February 10-16--Read Pangrazi-Chapter 3 AND Virgilio-Chapter 3.

****Note--On Wednesday, February 12, there will be an in-class video viewing/written assignment of Discussion/Reflection Paper 3.**

****Note--Chapter Assignment C is due via TII before 11:00 p.m. on SATURDAY, February 15.**

WEEK #5—February 17-23-- Read--Pangrazi-Chapter 4 and Virgilio-Chapter 4.

****Note--Chapter Assignment D is due via TII before 11:00 p.m. on SATURDAY, February 22**

###

WEEK #6—February 24-March 2--Read Pangrazi-Chapter 5 and Virgilio-Chapter 5.

2/24-Introduction of Research Paper

2/26—TBA

****Note--Chapter Assignment E is due via TII before 11:00 p.m. on SATURDAY, March 1.**

WEEK #7—March 3-9--Read Pangrazi-Chapter 6 AND Virgilio-Chapter 6.

3/03-Note--Our class meets in the KELLOGG LIBRARY ROOM 2303, 3/3 with our Research Librarian Toni Olivas to prepare for the research paper assignment.

****Note--Chapter Assignment F is due via TII before 11:00 p.m. on SATURDAY, March 8.**

WEEK #8—March 10-16--Read Pangrazi-Chapter 7.

FINAL LECTURES FOR EXAM #1 AND INTRODUCTION OF THE CALIFORNIA HEALTH EDUCATION CONTENT STANDARDS. **Note--Please read through the California State Health Content Standards submitted into our CC container. We will begin using this material in the following weeks.

INTRODUCTION OF TEACHING ASSIGNMENT--TEACHING ASSIGNMENT SIGNUPS

****Note--Chapter Assignment G is due via TII before 11:00 p.m. on SATURDAY, March 15.**

WEEK #9—March 17-23--

3/17—MIDTERM REVIEW

3/19—WED. MARCH 19-Midterm Exam-Covering class lectures-not on chapter readings

WEEK #10—March 24-30--

3/24--There will be an in-class presentation of the children's book assignment. We will review the release of the Test#2 Take Home Essay Exam which is due on-line during finals week.

3/26--Health Education---Addiction: Alcohol, Tobacco, and Drugs

WEEK #11—March 31-April 6--SPRING BREAK-ENJOY-STAY HEALTHY AND SAFE!

WEEK #12—April 7-13--Outside and/or in the gym-TBA

4/7 Library assignment for research paper

4/9-Outside Clarke Basketball courts

Note-Research Paper is due via TII by SATURDAY, April 12 before 11:00 p.m.

Bring a hard copy of the paper and lesson plan to class on Monday, April 14

WEEK #13—April 14-20--Clarke Gym-Inside

Remember- Bring a hard copy of the paper and lesson plan to class on Monday, April 14

****Video Clip Reflection papers #4 & #5 due via TII before 11:00 p.m. Saturday, 4/19**

WEEK #14—April 21-27

4/21--Peer Teaching of Physical Education lessons inside at Clarke Field House.

4/23--Peer Teaching of Physical Education lessons inside at Clarke Field House.

WEEK #15—April 28-May 4--

4/28--Teaching of assigned Health Education lessons in our classroom-second half of class presentations

4/30--Teaching of assigned Health Education lessons in our classroom-second half of class presentations

WEEK #16—May 5-11—

5/5--Conflict Resolution/Bullying/School Violence presentation

5/7--Author's Circle-Reading of student authored Physical Education/Fitness and Health Education books due in class.

****Note--Children's Books presentation due Wednesday, May 7--No exceptions! You must be present to read your book to receive credit for the project.**

WEEK #17—FINALS WEEK—MAY 12-16

****Take Home Exam (Exam #2) due via TII no later than the conclusion of your final exam time (see below).**

PE 203-01~M/W 8:30-9:45-section 01 is set for Monday, May 12-must be submitted BEFORE 11:15

PE 203-02~M/W 10:00-11:45-section 02 is set for Monday, May 12-must be submitted before 1:30