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| **PPE 494 (U-grad)**  **PPE 535 (Grad)**  **INTRODUCTION TO SPORT EDUCATION**  **Spring 2012**  **Arizona State University**  **Mary Lou Fulton Teachers College**  **Professional Physical Education Teacher Education Program**  **Master’s of Physical Education Program**  **Curriculum & Instruction Inter-disciplinary Ph.D. Program**  **Instructor:**  Hans van der Mars  Phone: 480-727-1653  Fax : 480-727-1964  E-mail: [hans.vandermars@asu.edu](mailto:hans.vandermars@asu.edu)  **Credits:**    **Class Location:**  **Class Times:**  **Office Hours:** |

**“Therefore, Junuh, love your opponents. When I say love, I don’t mean hand them the game. I mean contend with them to the death, the way a lion battles a bear, without mercy but with infinite respect. Never belittle an opponent in your mind, rather build him up, for on the plane of the Self there can be no distinction between your being and his. Be grateful for your opponents’ excellence. Applaud their excellence. For the greatness of the hero is measured by that of his heroes.”**

-Bagger Vance to Rannulph Junuh in ***The Legend of Bagger Vance***

(Pressfield Steven, Avon Books, NY 1995)

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| **PPE 494/535**  **INTRODUCTION TO SPORT EDUCATION** |

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| ***General Course Procedures & Reminders*** |

***Class Attendance***

Students are expected to attend ***all*** classes. Please arrive at least 5 min. prior to class. If, extenuating/unforeseen circumstances prevent you from attending class please notify me ahead of time either by email (Hans.vanderMars@ASU.edu) or by office phone (480-727-1653).

1. Classes will start promptly at 4:40PM. Please ensure an on-time arrival and preparedness to start on time.
2. If you are unable to attend class you are expected to notify the course instructor ahead of time.
3. Unannounced absences result in automatically forfeiting any opportunity for make-up work.
4. Plan your departures for and/or returns from spring break or other types of vacations around the course meeting times and dates.

***Cell phones***

Please turn your cell phone completely to “OFF.” If you believe you have a legitimate reason (e.g., pregnant wife/partner who is due any moment) to keep your phone on during class, please notify the instructor.

***Lap Top Use in Class***

You are welcome to use a laptop or like device in class for the purpose of taking notes, and/or seeking information on the Internet for the purpose of the course. As professional courtesy to both the instructor and your classmates you are asked to refrain from using a laptop for all other reasons/purposes. This includes, but is not limited to emailing, checking sport scores, shopping, etc.

***Use of Facilities and Equipment***

Before you leave at the end of class period, please make sure you leave the rooms (i.e., the classroom, equipment room, and Gym) in cleaner condition than what is was like at the beginning of each class (regardless of who might have created/left a mess). And return all equipment to the appropriate locations in the equipment room. BE KIND AND HELP EACH OTHER OUT☺!

***Course Calendar***

The Calendar provided on pp. 12-17 provides you an overview of the content and focus of each class period, including when quizzes are scheduled, and due dates for projects. The instructor will announce any adjustments in schedule ahead of time.

***Course Dress code***

1. ***ALWAYS*** BE DRESSED FOR ACTIVITY! (Much of the course will be spent in the Gym and you will be physically active ☺).
2. OPEN-TOED SHOES, FLIP-FLOPS, and JEANS are considered inappropriate, and, moreover demonstrate a lack of professionalism.
3. As much as I am a Baseball fan, please refrain from wearing any and ***ALL*** headgear

***Students with disabilities***

Arizona State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If/When you are registered with **Disability Resource Center** (DRC) for students please inform the instructor ASAP so accommodations can be made.

Accommodations are made through collaborative efforts between students, faculty and the DRC. Students with accommodations approved through DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DRC should contact the DRC office immediately.

Disability Resource Center Contact information

Matthews Center  
P.O. Box 873202

Arizona State University

Tempe, AZ 85287  
Phone: (480) 965-1234

TDD : (480) 965-9000

FAX: (480) 965-0441

E-mail : [Disability-Q@asu.edu](mailto:Disability-Q@asu.edu)

***Religious Accommodations for Students***

If you are a student who need to be absent from class due to the observance of a religious holiday or participate in required religious functions please notify me in writing as far in advance of the holiday/obligation as possible. Please specify the holiday or obligatory function in your communication with me. You will not be penalized for missing class as a consequence of religious obligations/holiday observance. Please confer with me about making arrangements for making up tests/assignments prior to the absence.

***Military Personnel Statement***

If you are a student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and are unable to complete classes because of military activation, you may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

***Harassment Prohibited***

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

***Grade Appeals***

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at <http://www.asu.edu/catalog>

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| ***General Course Introduction*** |

This course is intended for Physical Education teachers who are currently looking to become certified or who are already certified teach Physical Education in schools, and who are working toward an advanced degree, seeking further professional development, and/or maintain their current teaching certificate. The course material is geared to familiarizing course participants with the Sport Education curriculum & instruction model (Siedentop, Hastie, & van der Mars, 2011).

Sport Education is a Curriculum & Instruction model for delivering school Physical Education programs was developed in the mid 1980’s. The model is rapidly gaining national and international recognition in its effort to offer a more complete, positive and developmentally sport experience to all students. It has made significant inroads in many individual school programs in the US, and experienced good success in Australia, and England.

The model can be used starting in Grade 4 through High School, and allows teachers to teach both common sports as well as activities such as orienteering, weight training, and dance.

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| ***Objectives of the Course*** |

By the end of this course the course participants will be able to:

1. Correctly identify the main goals, specific objectives, and main features of Sport Education.

2. Plan-design a complete Sport Education season for students in their own program, in preparation for implementation in a subsequent semester.

3. Develop appreciation for teaching Sport in a more authentic and complete manner in a school Physical Education context.

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| ***Required text*** |

Siedentop, D., Hastie, P., & van der Mars, H. (2011). *Complete Guide to Sport education* (2nd ed). Champaign, IL: Human Kinetics.

This text serves as the primary resource to the course. Supplementary reading material is available on the website of the text’s publisher in the Ancillary Web-Resources associate with this text. Use the directions and access codes provided inside of the front

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| ***Required Supplementary Prerequisite Skills*** |

Working level skills and knowledge relative to Word-Processing, Spreadsheet, Desktop Publishing (e.g., MS Publisher) and PowerPoint.

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| ***Course Content*** |

**1. Central features of Sport Education-Curricular & instructional foundation**

- Traditional PE and Sport Education

- Central Features of Sport & Sport Education

- Sport Education goals and objectives

- Sport Education’s instructional philosophy

- Sport Education’s curricular philosophy

- Participation requirements

- Multiple roles

- Modified game conditions

- Developing “Game Sense”

**2. Sport Education and the National Health Agenda**

* + - Promoting physical activity beyond the class setting
    - Self-efficacy toward physical activity as a determinant of continued engagement

**3. Class management & Behavior Development**

* + - Classroom management – Use of routines
    - Developing appropriate behavior – Fair Play
    - Supporting and celebrating behavior development

1. **Selecting Season Outcomes**
   * + In-class and out-of-class physical activity
     + Self-efficacy
     + Techniques and tactics
     + Knowledge in action
     + Non-playing role performance
     + Fair Play
2. **Designing the Season to Accomplish Goals**
   * + Appropriate outcomes
     + Designing a successful season around goals
     + Preparing for the season
     + Typical daily lessons – Block plans
     + Tips for first-time users
3. **Creating modified Game Conditions**
   * + Key strategies for modifying games
     + Modifying target games
     + Modifying net-court games
     + Modifying striking fielding games
     + Modifying invasion games
     + Including students w. disabilities
4. **Choosing Competition Formats**
   * + Progressive formats
     + Graded competition formats
     + Event model format
     + Dual meets format
     + Round robin format
     + Tournament format
     + Non-sport competition format
     + Culminating events
5. **Student Roles** 
   * + Required Duty Team roles
     + Team roles
     + Specialist roles
     + Choosing roles - How many & which kinds?
     + Practicing non-playing roles
     + Holding students accountable for non-player role performance
6. **Selecting Teams and Coaches**
   * + Variables that influence team size and number of teams
     + Selecting students to teams
     + Creating Team affiliation
     + Use of Team Binders/Portfolios
7. **Creating Festivity in Sport** 
   * + Creating daily festivity in Sport Education
     + Creating culminating events
8. **Assessment** 
   * + The need for assessment-developing credible evidence
     + Assessing in-class and out-of-class physical activity, and self-efficacy
     + Making assessment authentic
     + Assessing game play (i.e., techniques, tactics, knowledge, Fair Play)
     + Assessing Duty Team performance
9. **Integrating Sport Education and academic goals** 
   * + Interdisciplinary-, and integrated curricula
     + Integrating with Language Arts, Mathematics, Social Studies
     + The Olympic Curriculum

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| ***Course Components (i.e., Tasks for which you are held accountable)*** |

**1. Quiz readings (494 & 535)**

Through classroom activities and discussions you will gain the necessary knowledge to develop (and subsequently implement) Sport Education. To ensure that you are developing a strong knowledge base on what Sport Education entails you will be assigned selected chapters and be quizzed on its content. You will be provided with chapter study guides

Ten quizzes are scheduled throughout the semester (see course calendar for schedule of quizzes). Prior to each quiz, class time is scheduled where you will have the opportunity to ask questions and seek clarification pertaining to the content of the chapter. The quizzes consist of short answer essay questions.

***PLEASE NOTE THAT THERE WILL NOT BE A CUMULATIVE WRITTEN MID-TERM OR FINAL EXAM IN THIS COURSE.***

**2. Sport Education Season Design Presentation (494 & 535)**

During the final class session, you will be asked to present your first design of a full Sport Education season. The purpose of this assignment is to get you familiar with especially the planning and preparation of a Sport Education season. This will be a group project where you will be working with peers who each have varying responsibilities. The primary focus will be on having you design an appropriate type of game structure/format for elementary (Grades 4-6) middle (6-8) and/or high school (9-12), with appropriate game rules, supporting materials etc. Specific details regarding this assignment will be provided in a separate handout.

***THE CLASS PRESENTATION OF YOUR SEASON DESIGN WILL TAKE PLACE ON APRIL 18 (MARK YOUR DAY TIMER!)***

**3. Sport Education Book Group (494 & 535)**

Sport is arguably one of the most powerful institutions in this country today. It influences our everyday behavior perhaps more than anything else. Sport is an icon of our culture. It has been and continues to be a dominant face of what constitutes school Physical Education. Physical Education teachers can greatly influence the health of the Sport culture. One way of doing that is to know more about and value Sport in all of its facets.

One way of learning more about sport is to read about aspects of sport. For this part of course, you will form “book groups”. The general idea is to have a small group of students select one book (either a classic or a recently published one), read the book, and then meet as a group to discuss your likes, dislikes, agreements and disagreements.

The course instructor will provide the menu of books from which you can choose as well as the specific details regarding this assignment.

***THE BOOK GROUP MEETING IS SCHEDULED FOR MARCH 14th (MARK YOUR DAY-TIMER!).***

EACH MEMBER IN THE BOOK GROUP SHOULD HAVE FINISHED READING THE BOOK BY THEN.

**4. Fair Play / Professionalism within and beyond the course setting (494 & 535)**

The success of this course is in large part a result of your contributions to it. Significantly contributing to a course’s success includes more than just showing up and being a consumer. It includes for example, your presence, your conduct, your active involvement in class discussions/debates, knowing when to speak and when to listen, respecting other people’s views, doing quality out-of-class work, doing quality in-class work, investing time and energy outside of class to the course work, supporting all your class mates, being prepared for each class, and actively and productively contributing to small group assignments. And remember what your grandmother used to say: “If you can’t say anything nice, don’t say anything at

all” . . . Thus, avoid talking about others behind their backs (be they course instructors, or class mates). This is a course component that I will track holistically following each class session, by reviewing each student’s actions and involvement in all the course’s activities.

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| 1. **Research paper:**   ***Sport Education . . . What do we know about this model?***  **NOTE: THIS ASSIGNMENT APPLIES ONLY TO 535 MPE AND /OR PhD. GRADUATE STUDENTS!**  ***The MPE graduate students (i.e., PPE 535 students) in the course will conduct a literature review of the research-based literature on Sport Education. There is now a substantial body of research on a variety of topics directly related to Sport Education.***  ***PhD students enrolled in the course will do the same, PLUS they will design a research project proposal that revolves directly around Sport Education. Proposals in which Sport Education is compared to other curricular approaches are strongly discouraged.***  ***MPRE and PhD students will receive a separate handout with specific information needed to develop a) a publishable manuscript (e.g., the AzAHPERD’s state journal) on the status of the research in this specific area, b) a 20 minutes PowerPoint presentation that provides an overview of your literature review findings (MPE & PhD students). The PhD. students will receive a separate handout with information to develop the aforementioned research proposal.***  ***THE PRESENTATION OF THIS RESEARCH REVIEW WILL TAKE PLACE DURING THE COURSE’S OFFICIALLY SCHEDULED FINAL EXAM TIME SLOT:*** MONDAY APRIL 30; 7:00 – 8:30PM.  ***MARK YOUR DAY-TIMER!*** |

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| ***Student Performance Assessment*** |

Through your active participation and performance on various course assignments, you will earn points toward a final course grade. The breakdown of assignments and tasks as well as the accompanying grading scale are shown below.

In the chart below, please make note the difference in the points weight given to the various course components for students in the BAE vs. the MPE and PhD. programs.

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| ***Course component*** | ***494***  ***Pts. possible*** | ***535***  ***Pts.***  ***Possible*** |
| 1. Quizzes on chapter readings (9 quizzes)   ***(494 students = 4 pts per quiz; 598 students = 3 pts. per quiz)*** | 40 | 30 |
| 2. Sport Education Season Design Presentation | 40 | 30 |
| 3. Sport Education Book Group | 10 | 10 |
| 4. Fair Play/Professionalism | 10 | 5 |
| 1. ***Sport Education Research Literature Review (MPE & PhD students);*** 2. ***Research Proposal (PhD students only)*** |  | 25 |
| ***Total*** | ***100*** | ***100*** |

***ASU employs the following grade definitions:***

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| *Grade* | *Definition* | *Value* |
| A | Excellent | 4.00 |
| A- |  | 3.67 |
| B+ |  | 3.33 |
| B | Good | 3.00 |
| B- |  | 2.67 |
| C+ |  | 2.33 |
| C | Passing | 2.00 |
| D | No Graduate Credit | 1.00 |
| E | Failure | 0.00 |
| I | Incomplete | — |
| NR | No Report | — |
| P | n/a | — |
| W | Withdrawal | — |
| X | Audit | — |
| Y | Satisfactory | — |
| Z | Course In Progress | — |
| XE | Academic Dishonesty | 0.00 |

***For this course, the following grading scale will be employed***

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| ***Total Course Grading Scale*** | |
| 94% - 100% = A | 77% - 79.9% = C+ |
| 90% - 93.9% = A- | 74% - 76.9% = C |
| 87% - 89.9% = B+ | 70% - 73.9% = D |
| 84% - 86.9% = B | 69.9% or less = E |
| 80% - 83.9% = B- |  |

On p. 18, you will find a Course Points Accumulation Chart that you may use to track your performance in the course relative to the maximum points possible for each assignment.

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| ***Course calendar***  ***(subject to adjustment as course progresses!)*** |

**Day/Session DATE Class Location & Topics**

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***Wed. / 1*** Jan. 11 **WCS - Gym**

* From Sport within traditional Physical Education to Sport in Sport Education
* Informal Game play / Building a more complete sport event.

**WCS - Rm. 53**

* Student background information gathering.
* Brief Course Introduction.
* Student introduction (“20 Questions” Ex.).
* “20 Questions” for the Instructor
* ***Sport Education Book Group Assignment overview***

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***Wed. / 2*** Jan. 18 **WCS - Rm. 53**

* Introduction to/Discussion of Sport & Sport Education
* *Review Chapter 1: Key Features of the Sport Education Model*
* **Sport Education Season Design assignment overview**
* Introduction to Sport Education (cont’d.)
* Other Non-playing Team roles
* Use of a Sports Board (a.k.a. Sport Council)
* What constitutes Fair Play?

**WCS - Gym**

* Equipment/Courts set up by all Class Members
* ***Class-wide Warm-up***
* Forming balanced teams
* Competition format (“Graded competition”)
* Overview of required Duty Team responsibilities
* General Scrimmages for assessing players & practice of

Scorekeeping and Officiating

* Team formation process

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***STUDENT NOTES:***

**Day/Session DATE Class Location & Topics (Continued)**

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***Wed. / 3*** Jan. 25 **WCS - Rm. 53**

* Quiz 1 Q/A
* ***Quiz 1 - Chapter 1: Key Features of the Sport Education Model***
* Review Chapter 2: *Sport Education Curriculum and Instruction Strategies*

**WCS - Gym**

* Equipment/Courts set up by all class members
* Class-based warm-up
* Pre-season Team Training Camps (Guided Practice)
* General Scrimmages for assessing players & practice of

Scorekeeping and Officiating *(Continued)*

* Equipment/Courts tear down by Duty team

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***Wed. / 4*** Feb. 1 **WCS - Rm. 53**

* Quiz 2 Q/A
* ***Quiz 2 - Chapter 2: Sport Education Curriculum and Instruction Strategies***
* Review Chapter 3: *Class Management and Behavior Development* 
  + Use of Fair Play Points
  + Selecting non-playing roles (Type and number)
  + Creating Team Identity – “Affiliation”

**WCS - Gym**

* Equipment/Courts set up by all class members
* Class-based Warm-up & Practice
* General Scrimmages for assessing players & practice of

Scorekeeping and Officiating *(Continued)*

* Equipment/Courts tear down by Duty team

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***STUDENT NOTES:***

**Day/Session DATE Class Location & Topics (Continued)**

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***Wed. / 5*** Feb. 8 **WCS - Rm. 53**

* Quiz 3 Q/A
* ***Quiz 3 - Ch. 3: Class Management and Behavior Development***
* Review Chapter 4: *Identifying and Selecting Season Outcomes*
* **Announcement of League teams**
* Hand out Team Binders; Captain/Players Contract signing; Fair Play Agreement signing

**WCS - Gym**

* ***Team & Player Photos***
* Equipment/Courts set up by Duty team
* Team-based Warm-up
* Between-team Scrimmage Matches (SCOUTING)
* Practice Game Data Entry
* Equipment/Courts tear down by Duty Team

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***Wed. / 6*** Feb. 15 **WCS - Rm. 53**

* + Quiz 4 Q/A
* ***Quiz 4 - Ch. 4: Identifying and Selecting Season Outcomes***
  + Review Chapter 5: *Designing Seasons to Accomplish Outcomes*

**WCS - Gym**

* + - Equipment/Courts set up by Duty team
    - Team-based Warm-up & Practice
    - ***SEASON OPENING DAY CEREMONY***
    - Season Games (SCOUTING)
    - Equipment/Courts tear down by Duty Team
    - Game Data Entry

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***STUDENT NOTES:***

**Day/Session DATE Class Location & TOPICS (Continued)**

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***Wed. / 7*** Feb. 22 **WCS - Rm. 53**

* Quiz 5 Q/A
  + ***Quiz 5 - Ch. 5: Designing Seasons to Accomplish Outcomes***
* Review Chapter 11: *Assessment in Sport Education*

**WCS - Gym**

* Equipment/Courts set up by Duty team
* Team-based Warm-up & Practice
* Season Games (SCOUTING)
* Equipment/Courts tear down by Duty Team
* Game Data Entry

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***Wed. / 8*** Feb. 29**WCS - Rm. 53**

* Quiz 6 Q/A
* ***Quiz 6 - Ch. 11: Assessment in Sport Education***
* Review Chapter 8: *Defining Student Roles*

**WCS - Gym**

* Equipment/Courts set up by Duty team
* Team-based Warm-up & Practice
* Season Games (SCOUTING)
* Equipment/Courts tear down by Duty Team
* Game Data Entry

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***Wed. / 9*** Mar. 7**WCS - Rm. 53**

* Quiz 7 Q/A
* ***Quiz 7 - Ch. 8: Defining Student Roles***
* Review Chapter 9: *Selecting Teams and Coaches*

**WCS - Gym**

* Equipment/Courts set up by Duty team
* Team-based Warm-up & Practice
* Season Games (SCOUTING)
* Equipment/Courts tear down by Duty Team
* Game Data Entry

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***STUDENT NOTES:***

**Day/Session DATE Class Location & Topics (Continued)**

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***Wed. / 10*** Mar. 14 **WCS - Rm. 53**

* Quiz 8 Q/A
* ***Quiz 8 - Ch. 9: Selecting Teams and Coaches***
* Review Chapter 8: *Competition Formats*
* ***BOOK GROUP MEETING***

**WCS - Gym**

* Equipment/Courts set up by Duty team
* Team-based Warm-up & Practice
* Season Games (SCOUTING)
* Equipment/Courts tear down by Duty Team
* Game Data Entry

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Mar. 21 ***NO CLASSES - SPRING BREAK***

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***Wed. / 11*** Mar. 28 **WCS - Rm. 53**

* Quiz 9 Q/A
* ***Quiz 9 - Ch.9: Competition Formats***
* Review Chapter 10: *Making Sport Education Festive*
* Group Work Session for Season Design Presentations

**WCS - Gym**

* Equipment/Courts set up by Duty team
* Team-based Warm-up & Practice
* Season Games
* Equipment/Courts tear down by Duty team
* Game Data Entry

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***Wed. / 12*** Apr. 4 **WCS Rm. 53**

* ***Quiz 10 - Ch. 10:******Making Sport Education Festive***
* Group Work Session for Season Design Presentations

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Wed. / 13 Apr. 11 **WCS - Gym**

* Group Work Session for Season Design Presentations
* ***Culminating Event Class (Group Determined & Organized)***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***STUDENT NOTES:***

**Day/Session DATE Class Location & Topics (Continued)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wed. / 14 Apr. 18 **WCS - Gym / WCS**

* ***Sport Education Season Design Presentations***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***FINALS WEEK:*** April 26 – May 2

***DATE & TIME:*** Monday April 30; 7:00 – 8:30PM

***LOCATION:*** SANCA 141

***ALL STUDENTS***

***STUDENT NOTES:***

**PPE 494-598**

**Introduction to Sport Education**

**Course Points Accumulation Chart**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ***Undergraduate students*** | | ***Master’s Degree students*** | | ***Doctoral Degree students*** | |
| ***Course Component*** | ***Pts. Possible*** | ***Actual pts. Earned*** | ***Pts. Possible*** | ***Actual pts. Earned*** | ***Pts. Possible*** | ***Actual pts. Earned*** |
| ***Quiz 1*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 2*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 3*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 4*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 5*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 6*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 7*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 8*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 9*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Quiz 10*** | ***4*** |  | ***3*** |  | ***3*** |  |
| ***Book Group*** | ***10*** |  | ***10*** |  | ***10*** |  |
| ***Season Design Project*** | ***40*** |  | ***30*** |  | ***30*** |  |
| ***Fair Play / Professionalism*** | ***10*** |  | ***5*** |  | ***5*** |  |
| ***Research Lit Review /***  ***Research Proposal*** | ***N.A.*** | N.A. | ***25*** |  | ***25*** |  |
| **TOTAL** | ***100*** |  | ***100*** |  | ***100*** |  |

|  |
| --- |
| ***A Word or Two About Academic (Dis)honesty*** |

All students enrolled in this PPE 494-535 *Introduction to Sport Education* course are advised that Arizona State University (ASU) has policies and procedures in place to handle instances of academic dishonesty on the part of students. In cases where you are found to engage in dishonest behavior in any shape or form (e.g., in writing papers, taking exams, etc.) published University Policies will be followed. ASU’s *Student Code of Conduct* and Student Disciplinary Procedures relative to academic dishonesty are published at the following web link:

<http://www.abor.asu.edu/1_the_regents/policymanual/chap5>. (This link accesses CHAPTER V, “CAMPUS AND STUDENT AFFAIRS.”). The *Student Code of Conduct* and Student Disciplinary Procedures may also be obtained from the Office of the Dean of Students.

“Academic dishonesty” is an intentional act of deception in one (or more) of the following areas:

**Cheating** - use or attempted use of unauthorized materials, information, or study aids.

**Fabrication** - falsification or invention of any information.

**Assisting** - helping another commit an act of academic dishonesty.

**Tampering** - altering or interfering with evaluation instruments and documents.

**Plagiarism** - representing the words or ideas of an other person as one's own.

The penalty for acts of academic dishonesty ranges from a grade of "F" for the assignment or test to expulsion from the course, academic major, or college. Violations of academic dishonesty in this class will be dealt with in accordance with University policy. If the nature of academic dishonesty is unclear to you, please contact your instructor or consult the information provided on ASU Student Code of Conduct website:

<http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm>.

In an effort to have you reflect on and recognize what it means to do your best possible work and be assured that it is truly your work, I would ask that you please sign and submit the following honor code pledge:

***I, (PRINT your name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pledge that my work in all my course work while enrolled in the Master’s of Physical Education (M.P.E.) Program and/or PhD Doctoral Sport Pedagogy/Physical Education Teacher Education program will be valid, that my work will be absolutely honest, that it will be my work that I created, and I will respect others' property by giving credit. I realize that these standards are an integral part of academic life and personal worth.***

***Furthermore, when others aim to violate this pledge I will respond appropriately.***

***Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_***

***Please answer the questions on the following page***

Name?

Phone? (Both home and Cell)

Complete and correct ***ASU email*** address-Please do not provide any other email address?

What (if any) sports do/did you coach?

Any diagnosed disability or physical limitation(s) that I need to be aware of? ***(If you prefer to discuss this after today’s class that is fine!)***

What do you do for fun/leisure?

Please, tell me something unique/noteworthy about yourself that few other people (if any) know.

**After you complete this, please submit this page to the Course Instructor.**

**PPE 494-535**

Introduction to Sport Education

**Personal Health History Form**

**Physical Education Program**

**Arizona State University**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Question*** | ***Y*** | ***N*** | ***Don’t***  ***Know*** | ***Question*** | ***Y*** | ***N*** | ***Don’t***  ***Know*** |
| Do you smoke? |  |  |  | Do you have allergies or asthma? |  |  |  |
| Have you smoked in the past? |  |  |  | Do you have daily coughing? |  |  |  |
| If so, how many packs a day? |  | |  | Do you have high blood pressure? |  |  |  |
| Are you diabetic? |  |  |  | Any current injuries or illnesses? |  |  |  |
| Family history of diabetes? |  |  |  | Do you have any muscle weakness? |  |  |  |
| Do you have any heart disease? |  |  |  | Do you have muscle pain at rest? |  |  |  |
| Do you have a heart murmur? |  |  |  | Any muscle pain with exertion? |  |  |  |
| Do you experience chest pain? |  |  |  | Any bone/joint injury or illness? |  |  |  |
| Any chest pain with exertion? |  |  |  | Any bone/joint pain while moving? |  |  |  |
| Currently taking medications? |  |  | If yes, list all: | | | | |
|  | | | | | | | |
|  | | | | | | | |

Specify any activities which have been contraindicated by your physician or about which you

must be cautious.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Describe your typical Physical Activity level (days p. wk.):***

Sedentary Minimally Somewhat Very Extremely

(0-1) Active Active Active Active

(1-2) (3-4) (5-6) (6-7)

***Estimate your current fitness level:***

Unfit Below Average Average Above Average Very Fit

***CONTINUED ON NEXT PAGE***

**Personal Health History Form**

**Physical Education Program**

**Arizona State University**

Assumption of Risk and Release

Course Name and Number or Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In consideration of my being allowed to participate in the course or activity described above (collectively, the “activities”), I, the undersigned, assume the risk of and hereby release and forever discharge the Arizona Board of Regents, Arizona State University, their officers, regents, agents or employees, and further covenant not to sue the Board, University, their officers, regents, agents and employees, for any injury which I may sustain as a result of my participation in the above activities, and which results from causes beyond the control of, and without the fault or negligence of, the Board, the University or their officers, regents, agents and employees. If I am under the age of 18 I certify that I have obtained the signature of my parent or guardian allowing me to participate in the activities and that parent or guardian has full knowledge thereof.

I am fully aware of the risks and dangers involved in these activities. I am aware that unanticipated and unexpected events mat occur that may result in injury to me. I hereby assume all risks of injury that may be sustained by me in connection with the activities.

I understand that it is my responsibility to obtain all necessary permission or medical approval to participate in all associated activities or to verify that such permission has been obtained on my behalf. I represent that I have chosen to participate in the above activities voluntarily.

Date: \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Participant Printed Name of Participant