



COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Health, Human
Performance & Recreation
Course Title: Theory and Practice of
Individual/Dual and Leisure
Activities

Course No. PE217
Revision: Fall 2010



“The Teacher as Professional Educator”

COURSE SYLLABUS

Department Approved August 18, 2010
College Council Approved September 15, 2010

I. Catalog Description and Credit Hours of Course:

Theory, skill development, and teaching techniques of angling, archery, badminton, bowling, golf, firearms, rock climbing and rappelling, orienteering, tennis, and track/field. (4), (8 laboratory hours per week).

II. Prerequisite: None

III. Course Objectives:

- A. Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.(1.1) [1.2.1.1]
- B. Demonstrate competent motor skill performance in a variety of physical activities. (1.2) [Q 1.2.1.1]
- C. Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).(1.3) [Q 1.2.1.1]
- D. Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.(2.1) [Q 1.2.2.2]
- E. Identify, select, and implement appropriate instruction that is sensitive to students’ strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community). (3.1) [Q 1.2.3.1; 1.2.3.2; 11.2.3.4]
- F. Use managerial routines that create smoothly functioning learning experiences and environments. (4.1) [1.2.6.2]
- G. Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences (4.2) [Q 1.2.6.2]

- H. Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).(5.2) [Q 1.2.7.4]
- I. Identify, develop, and implement appropriate program and instructional goals. (6.1) [Q 1.2.4.1]
- J. Develop long and short-term plans that are linked to both program and instructional goals, and student needs. (6.2) [Q 1.2.4.3]
- K. Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction. (6.4) [Q 1.2.4.1]L. Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes). (7.2) [Q 1.2.8.4]
- M. Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional. (8.2) [Q 1.2.9.2]
- N. Design, develop, and implement student learning activities that integrate information technology. (9.2) [Q 1.2.11.2; 1.2.11.3; 1.2.11.4; 1.2.11.6]
- O. Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.(10.2) [Q 1.2.10.1]

[Q refers to MoSTEP Quality Indicators]

IV. Course Outline/Learning Experience:	<u>Hours</u>
A. Angling Module	9
1. Skills progressions, cues and prompts for: Bait casting, spin casting, fly-fishing, knot tying	
2. Tactics, lure presentation, lure retrieval	
3. Safety guidelines	
4. History of angling	
5. Video taping for student self-analysis	
B. Archery Module	9
1. Skills progressions, cues and prompts for: Mimicking, draw, anchor, release, aiming, use of sight pins, and correction of errors in shooting	
2. Safety guidelines	
3. Rules and scoring procedures	
4. History of archery	
5. Video taping for student self-analysis	
C. Badminton Module	12
1. Skills progressions, cues and prompts for: Service, overhead clears, underhand clears, drives, smash, drop shot	
2. Game tactics: singles and doubles including up and back, Side-to-side, rotation	
3. Rules and scoring procedures	

	4.	Safety procedure pertaining to eye wear	
	5.	History of badminton	
	6.	Video taping for student self-analysis	
D.		Bowling Module	9
	1.	Skills progressions, cues and prompts for: Four step approach, straight ball delivery, hook ball delivery	
	2.	Tactics: ball selection, picking up spares	
	3.	Safety and etiquette guidelines	
	4.	Rules and scoring procedures	
	5.	History of bowling	
	6.	Video taping for student self-analysis	
E.		Firearms Module	9
	1.	Skills progressions, cues and prompts for: Loading the rifle, breathing, squeezing the trigger, shooting technique, prone position, sitting position, standing position	
	2.	Components of firearms and ammunition	
	3.	Three primary rules of safety, keep muzzle under control, keep safety on, keep finger outside the trigger guard	
	4.	Firing range safety and management	
	5.	History of firearms and ammunition	
	6.	Video taping for student self-analysis	
F.		Golf Module	16
	1.	Skills progressions, cues, and prompts for: Address, including grip, stance, posture, and putting, short game, basic full swing, pointers for teaching repetitive swing, wood shots, specialty shots	
	2.	Tactics: course management	
	3.	Safety guidelines	
	4.	Rules and scoring procedures	
	5.	History of golf	
	6.	Video taping for student self-analysis	
G.		Rock climbing and Rappelling Module	9
	1.	Skills progressions, cues, and prompts for: knot tying, water knot, bolen knot, figure eight and fisherman's knot	
	2.	Tying swiss seat (safety harness)	
	3.	Belaying and use of belaying equipment, carribeaners, figure eights, ATC's, tubers, dynamic belay rope, and static rappel rope	
	4.	Climbing technique, center of gravity close to rock, inside of feet close to wall, support body weight with legs not arms and hands, under cling and side cling	
	5.	Rappelling	
	6.	Safety guidelines, partner checks, belay calls	
	7.	History of climbing	
	8.	Video taping for student self-analysis	
H.		Orienteering Module	9
	1.	Skills progressions, cues, and prompts for: using the compass, compass parts/components, taking	

- a bearing, games for practicing taking a bearing and following it in the field, out'n back, blindfold out/n back, three legged walk, overcoming obstacles
- 2. Using maps, scales, hypsographic features, hydrographic features, man-made features, contour lines, true north arrow
- 3. Combining maps and compasses, degree of declination, adjusting maps from true north to magnetic north, plotting your trip or course, taking a bearing off the map and following it in the field
- 4. Practical uses/tactics, hunting trips, fishing trips, backpacking trips
- 5. Safety guidelines
- 6. History of orienteering
- I. Tennis Module 14
 - 1. Skills, progressions, cues, and prompts for: serve, forehand, backhand, volleys, lobs, smash
 - 2. Game tactics, basic singles strategy, basic doubles strategy
 - 3. Rules and scoring procedures
 - 4. Safety precautions
 - 5. History of tennis
 - 6. Video taping for student self-analysis
- J. Track and Field Module 20
 - 1. Skills progressions, cues, and prompts for: Sprints: 100 through 400 meters, increasing speed, sprint drills for running form, starting blocks procedures
 - 2. Distance running: 800 meters and above
 - 3. Hurdles, lead leg drills, combining lead leg and trail leg, arm action
 - 4. Relays, sprint relays, international exchange, overhand baton pass, underhand baton pass, distance relays, California exchange, visual baton pass
 - 5. Distance running, technique, arm action, leg action, foot strike, pace
 - 6. Skill progressions, cues and prompts for field events: high jump, long jump, triple jump, pole vault, discus, shot put.
 - 7. Tactics and strategies, safety guidelines, rules and regulations for each event, history of track and field
 - 8. Rules
 - 9. Safety
 - 10. History of track and field
 - 11. Video taping for student self-analysis
- K. Mini-teaching experience (to be included for all of the above activities).
 - 1. Activity: each student is assigned a dual or individual sport skill or tactic to teach to a small group of peers. The student must plan, implement, and evaluate, reflect upon and revise the teaching-learning process. Students must attend to providing a safe learning environment.
- L. Student self-analysis (to be included for all of the above activities).
 - 1. Activity: Each student is assigned one skill to perform in one of the activities listed in the course outline. The student's performance is video taped. The student is then responsible for developing a rubric pertaining to how the skill can be broken down and performed. Students then judge their own performance by comparing it to the rubric.
- M. Written report:

1. Activity: students are assigned one activity toward the end of the semester that they would like to pursue further. They then compose a four-page paper that further in depth than the information provided for that activity by the instructor.

V. Textbook(s):

Mood, D., Musker, Frank F., Rink, Judith E., (1999) Sports and Recreational Activities for Men and Women, Mosby/Yearbook.

References:

McKinney, W. C., and McKinney, M. W. (1997). Archery, 2nd edition. Dubuque, Iowa: Wm. C. Brown

Poole, J., and Poole, J. (1996). Badminton 4th edition. Prospect Heights, IL: Waveland Press

Ange-Traub, C. (1998). Bowling 5th edition. Dubuque, Oowa: WCB/McGraw-Hill

Wiren, G. (1991). The PGA manual of Golf New York: Simon & Schuster.

Garrett, M. (1996). Orienteering and Map Games for Teachers. Forest Park, GA: U.S. Orienteering Federation

Stolle, F., and Knight, B. (1992). Tennis: Let's analyze your Game. Englewood, Colo.: Morton

Bowerman, W., and Freeman, W. (1991). High-performance Training for Track and Field 2nd edition. Champaign, IL: Human Kinetics.

VI. Basis for Student Evaluation:

- A. Within each module, the assessment will consist of:
 1. Valid and reliable skills tasks, and evaluation of skills, tactics, adherence to and enforcement of rules during participation
 2. Written exams which covers rules, history, skills, tactics, safety, and equipment
- B. Peer teaching experience
 1. This peer teaching experience is designed to be the student's first exposure to the complete teaching learning process. Students are evaluated by the instructor for their thoroughness, organization, and attention to a safe learning environment
 2. The student knowledge of the teaching-learning experience is evaluated through a written final examination
- C. Students' video self-analysis
 1. The rubrics that students develop as they pertain to their performance are evaluated by the instructor for their organization and thoroughness and the accuracy of their self-ratings on the rubric. The actual performance of their skill is not graded
- D. Each student will be evaluated on the four page written paper pertaining to the activity they have chosen for further study

E.	Percentages for evaluation categories	
1.	Evaluation of skills in each module	30%
2.	Written examination for each module	30%
3.	Peer teaching experience	10%
4.	Final exam dealing with the teaching-learning experience	10%
5.	Student developed rubrics	10%
6.	Four page investigative paper	<u>10%</u>
	Total	100%