COURSE SYLLABUS  PE 354-001
CRN 33057
PHYSICAL EDUCATION FOR ELEMENTARY EDUCATION MAJORS
Spring Semester 2009

Instructor:   Mary Cobb
Office: Smith Stadium 1035
Phone: 745-6041
Office Hours: posted
Course Title: Physical Education for Elementary Education Majors
Course Number: PE 354, 3 semester credit hours
Place: TPH 0131
Time: T,R  9:35-10:55am

Course Prerequisites: Teacher Education Candidate, Junior Standing Preferred

“A quality program of physical education is much more than simply a bunch of activities that children enjoy for thirty minutes or so several times a week. A quality program of physical education has a definite purpose, has long-term goals and is developmentally appropriate; in short, it makes a difference for children that lasts beyond elementary school.” Graham, Holt-Hale, Parker.

Recommended Text:  *We will discuss this the first day of class.


Course Description

PE 354 is a required course for all elementary education majors who are seeking certification for K-4th grades. There are no prerequisites, but it is preferable that the student is at least a junior. The purpose of this course is to provide the prospective elementary school teacher with information pertinent to the teaching and organizing of a sound, purposeful physical education program for young children. The course will center on the development of young children's motor skills, their cognitive development, and how to use this knowledge in the classroom to promote learning through physical activity. It is expected that students will develop an understanding of how physical education can foster a lifelong commitment to fitness and health. This course will prepare students to lead active, healthy lifestyles both in the classroom and beyond.
education curriculum. A fundamental premise is made that physical education is a necessary and
desirable component of the school curriculum; that every child needs and should experience a
variety of activities for several reasons, e.g.,

1. fitness and health
2. overall physical development
3. social, psychological and emotional development

This course includes laboratory and theoretical sessions of fundamental physical education
skills and activities specifically designed for the elementary school teacher. Emphasis is on
helping children acquire a truly fundamental understanding of movement concepts and skill
themes, which are inherently part of both functional and creative movement. As part of this
course, students are required to teach and lead appropriate activities.

The material for the class will derive from the premise that physical education is a
necessary and desirable component of the school curriculum; that every child needs and should
experience a variety of activities for fitness, overall development, health and general well-being.
The content is organized by skill theme ideas rather than by games, gymnastics, and dance, which
is typically a more traditional approach.

**General Course Objectives and Topics**

The following is a list of some components of teaching physical education which are
important to understand in the setting of the elementary school. Class lecture, discussion, and
activity sessions will further explain these topics. Some relevant audio-visual aids will be
included:
1. The purpose and characteristics of a Physical Education curriculum

2. Comparison of STRUCTURED vs FREE PLAY.

3. Skill, skill themes and curriculum content

4. Stages of learning a skill.

5. The effective P. E. teacher: pedagogical considerations. Implementing different approaches and techniques of teaching physical education to positively affect how children learn a variety of movement skills and competencies.

6. The role of the teacher, e.g., planning, organizing, observing, reflecting.

7. Competition: “pros and cons”.

8. The social setting of Physical Education.


10. Functional, creative and expressive movement.

11. Current issues: Physiological concerns for children, fitness (specifically the frequency, intensity and amount of time spent on activity; consideration of appropriate diet will also be included).

12. Future trends and concerns

As a result of taking this course each student should:

A. Understand that physical education activities have a purpose, beyond fun, and that they are included in a program to accomplish a given purpose.

B. Understand and respect the significance that developmental stages play in the
planning and organization of movement experiences for children.

C. Be familiar with a variety of activities for each of the skill themes and movement concepts that have the potential to improve the motor performance of children.

D. Be able to categorize activities according to skill themes and movement concepts.

E. Identify and recognize levels of skill proficiency for motor skills.

F. Identify activities for different skill themes and movement concept that are “good” and “bad” as related to grade level and/or skill level.

G. Be able to change activities to improve their effectiveness.

H. Be able to create or design activities that lead to the improvement of motor skills.

I. Guide children using appropriate teaching behaviors and skills to enhanced performance and action.

**Course Requirements and Projects**

1. Punctual, regular attendance. Participation at all lectures and laboratory sessions . . . . 150 pts.

2. Presentation of home-made or improvised equipment . . . . . . . . . . . . . . . . . . . . . . . . . 30 pts.

3. Lesson plan (Creative Movement Stimulus Idea) . . . . . . . . . . . . . . . . . . . . . . . . . . . 30 pts.

4. Teaching . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 40 pts.

5. Mid-term and pop quizzes... . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 40 pts.
6. Final ........................................................................................................... 50 pts.

7. “Movement Wheel” visual ................................................................. 30 pts.

8. School Observation ............................................................................. 30 pts.

400 points max.

Grade Point Equivalents

A .................. 360-400 points

B .................. 320-359 points

C .................. 280-319 points

D .................. 240-279 points

F .................. 239 and less points
Students who miss 25% of class meetings (7 classes) will not be eligible for a grade. You may miss class once without penalty. Thereafter 10 points will be deducted from participation points for each absence. Two “lates” will constitute one absence. You are expected to attend class and participate regularly. Because of the nature of the class, it is usually not feasible to make up a missed class. If you absolutely cannot avoid being absent one day, then it is your responsibility to find out from a responsible class member what you have missed. If it is appropriate, you may do a make-up assignment. If that assignment is of high quality, then I will take it into consideration for grading purposes. **YOU MUST NOT EXPECT ME TO PROVIDE MAKEUP ASSIGNMENTS ON A REGULAR BASIS.** Unannounced quizzes cannot be made up. Because we will be teaching children, because we will have a significant impact on their lives, we must be held accountable for our own performance, dependability, and responsibility. Your attendance and participation, your effort to produce work of a consistently high quality is expected.

**Student Disability Services**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270-745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
January 26, 2009

To Whom It May Concern,

I am an instructor at Western Kentucky University for Physical Education PE 354. ________________ is a student in my class. Part of the course responsibilities is to observe a P.E. lesson taught by a physical education teacher. Students are requested to select a school where they can complete this observation. The above mentioned student has selected your school to do the observation. I should be most grateful if you would allow this to happen. I understand that the many requests for students to visit and observe within your school can be a nuisance and inconvenience, but there is no better way to understand what happens, than to actually see it.

I really appreciate your cooperation.

Thank you,

________________________
Mary C.Cobb
Instructor, Physical Education