

**AUGUSTA STATE UNIVERSITY
DEPARTMENT OF KINESIOLOGY & HEALTH SCIENCE
COURSE SYLLABUS
KINS 3310: TEAM SPORTS**

Course Description

The intent of this course is to develop the pre-service physical education teacher's sport skill competencies, content knowledge, and pedagogic techniques for specific team sports. The course emphasises concepts related to the development of motor skills. The team sports are basketball, volleyball, soccer, and softball.

Conceptual Framework Principals Addressed

1. (#2) Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
2. (#3) Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
3. (#4) Understand and use a variety of instructional strategies to encourage the learner's development of critical thinking, problem solving, and performance skills.

Specific Course Objectives

1. Demonstrate basic knowledge of fundamentals in each team sport listed above (PSC: XIV, XVI)
 - a. describe basic rules and strategies related to skilful movement of these activities (NASPE/NCATE: 1.3)
 - b. apply basic terminology
 - c. analyze historical concepts (NASPE/NCATE: 1.6)
2. Assess and increase personal levels of skill and movement qualities in each team sport (NASPE/NCATE: 1.2)
3. Develop basic understanding of basic skill analysis and effective use of skill in game play (NASPE/NCATE: 1.3)
 - a. demonstrate ability to analyze basic performance skills, diagnose problems in skill patterns and select cues which produce success in performance (NASPE/NCATE: 1.1)
 - b. demonstrate the ability to sequence activity, including the application of drills, lead-up activities, game modification and variations (NASPE/NCATE: 1.1)
 - c. plan a sequential and progressive unit that leads to the development of a physically educated person.
4. Demonstrate basic knowledge and methods of teaching the activities (NASPE/NCATE: 6.3)
 - a. develop ability to manage different size classes and different skills levels
 - b. apply different teaching methods to teaching skill activities (NASPE/NCATE: 1.2)
 - c. demonstrate techniques and strategies of lead-up games and skill drills (NASPE/NCATE: 6.2)
 - d. develop a variety of assessment techniques of student progress (NASPE/NCATE: 7.1)
 - e. utilize different teaching styles based on skill level, and learning styles (NASPE/NCATE: 6.2)

Course Text

Schmottlach, N., & McManama, J.L. (2002). Physical Education Handbook (10th Ed.), Benjamin Cummings.

Course Outline
(TENTATIVE SCHEDULE, SUBJECT TO CHANGE)

Dates

Jan 10	Introduction of course syllabus and course assignments.
Jan 12- Jan 24	Planning and implementing quality physical education/ sport instruction.
Jan 26- Feb 14	Class discussion of history, skills, strategies, rules, and terminology of <u>basketball</u> . PEER TEACHING of various topics.
Feb 16- Mar 7	Class discussion of history, skills, strategies, rules, and terminology of <u>volleyball</u> . PEER TEACHING of various topics.
Mar 14 – Mar 30	Class discussion of history, rules, skills, strategies and terminology of <u>soccer</u> . PEER TEACHING of various topics.
Apr 11- Apr 27	Class discussion of history, knowledge, rules and terminology of <u>softball</u> . PEER TEACHING of various topics.
May 2	FINAL EXAM on the history, rules, skills, strategies, and terminology of <u>basketball</u> , <u>volleyball</u> , <u>soccer</u> and <u>softball</u> .

Performance Goals

1. Final exam. Exam will cover history, rules, key skills (instructional cues), strategy, and terminology for each sport (40%).
2. Two peer teaching sessions with lesson/ unit plan (20% each).
3. Physical Education Peer Teaching Lesson Reflection. Reflect upon the lesson- what was done well, what was done poorly, your comfort level, your overall performance, and what you would do differently and why. Due the week after you teach. 2-3 pages, doubled spaced, size 12 font. (5% each)
4. Attendance/ participation (10%). Three or less absences 10 points, four absences 7 points, five absences 4 points, six absences 1 point, seven or more absences “F” grade.

Bibliography

Fronsk, H.A. (1997). Teaching cues for sport skills. Boston: Allyn and Bacon.

PE Central [On-line]. Available:<http://www.chre.vt.edu/~pe.central>

Siedentop, D. (1991). Developing teaching skills in physical education (3rd Ed.). Mountain View, CA: Mayfield.