

Fall 2015

## EDHP 2320

Kerrie Lee Slaton  
*University of New Orleans*

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**EDHP 2320 – University of New Orleans College of Education**  
**Methods and Materials in Physical Education and School Health & Wellness**  
**Time: 5:00 – 7:45 PM**  
**Day: Thursday**  
**Room: 208**



**Class instructor:**  
**Kerrie Lee Slaton, M.Ed.; NBCT**  
**[kslaton@uno.edu](mailto:kslaton@uno.edu)**

### **Course Description**

In this course, you will work on physical education and health topics appropriate for you and your classroom as well as focus on the teaching of elementary physical education. The course design facilitates disciplined reflective inquiry into the education process through the interaction of theory and practice. Throughout the course, you will be encouraged to reflect on your learning as a tool for thinking about how physical education learning occurs.

### **Course Philosophy**

The philosophy of this course is that people, of all ages and learning styles, learn best in an environment where they explore topics and come to their own understanding. This environment includes working cooperatively with others from diverse backgrounds in success-oriented settings and is consistent with UNO and its mission to prepare teaching professionals who practice in culturally diverse settings.

### **Conceptual Framework**

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in health-related settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence in Human Performance and Health Promotion as viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the theories and concepts they construct. Our goal is to have our

candidates internalize the theory-practice-research interaction model, as they develop into reflective health professionals constantly reassessing the theories, beliefs, and assumptions they embrace.

**Course goals and objectives:**

As a result of attendance in this course, the student will:

1. Demonstrate strategies for helping students become lifelong learners.
2. Demonstrate strategies for the acquisition of concepts using a variety of materials and methods.
3. Develop/utilize lesson plans for improving children's understanding of a physical education concept.
4. Identify and explore teaching methodologies for various learning styles.
5. Utilize technology as a tutor and tool in the classroom.
6. Develop an understanding of classroom management and motivational techniques for multicultural classroom settings.
7. Discuss the scope and sequence for teaching Physical Education Health to the K-6 population. Included will be the use of the National Association for Sport and Physical Education materials including its national Standards for Physical Education.

**Statement on student conduct:**

Each University of New Orleans student is encouraged to help create an environment that promotes learning, dignity, and mutual respect for everyone in the learning environment. Class attendance is the most reliable way to maximize your learning experience. Two of the class assignments with this group of learners is peer teaching. Being responsible with the safety of others and respectful to your teaching group cohorts can be achieved with appropriate and timely collaborative efforts. The use of cell phones, including texting, during class is strongly discouraged. If a family matter requires you to be readily available, please have your phone set to silent and retreat to the hallway should you need to return a call. Sidebar conversations can be most distractive as well.

**Statement on academic integrity:**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

**Statement on accommodation for students with disabilities:**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations

to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

**Assessment Criteria:**

This is fully detailed on Moodle in the tab titled “Class Assignments.”

**Course Calendar:**

This is fully detailed on Moodle in the tab titled “Calendar and Assignment Schedule.”

**Course Requirements:****I. Reflections of assigned video and readings.**

This assignment is designed to give you the opportunity of written expression by reflecting upon the experiences you have in the course as well as other connected experiences. Each assignment should address 1) the assignment itself, 2) your reaction to it as well as looking at yourself as a learner of movement and physical education using the process necessary to learn, 3) your learning about physical education, learning and teaching, your possible confusion and/or new ideas, 4) how you think you will use the ideas and activities presented in class in your own classroom, 5) any modifications you would make to strategies suggested in these assignments, and 6) resources that you find particularly helpful during the course.

2. Each assignment must be typed and uploaded to the Moodle page of EDHP 2320.

**II. Article Review**

1. Literature review is an important component of pre-service education and to read research results, compare ideologies and draw awareness to contemporary educators.

2. You are required to complete three.

The scoring rubric is as follows for the 15-point assignments:

**1. Proper documentation (3 points)**

Author

Date

Title

Source (journal name; online research must include name of website)

Issue number (if applicable)

Page number (or equivalency)

**2. Summary of article (7 points)**

A clear and informative summary is expected; be thorough and accurate. When I read the summary, I should be able to tell what constituted the author’s experience.

**3. Opinion of the article (5 points)**

This should include your opinion of the article and how you would/would not use the information in the classroom.

Each assignment must be typed and uploaded to the Moodle page of EDHP 2320.

### III. Classroom observations

1. This corresponds to chapter 7 (Managing and Teaching the Physical Education Lesson)

2. Use the form contained on Moodle to complete these assignments. Make copies as needed for the six observations. Note the requirement of a dated signature by the cooperating teacher whose class you are observing.

### IV. Internet Assignment

This assignment emphasizes skills in downloading and uploading documents to and from Moodle. It corresponds to Chapter 6 (p. 173).

### V. Resume'

1. This resume' will tie together all your experiences and growth up to and including your participation in this class. It should include your teaching philosophy.

2. This organized account of your educational and employment activities should be in a tailored and professional format. A template is included on this Moodle site.

### VI. Lesson Plans

1. This activity corresponds to Chapter 6. Pages 189-190 serves as a reference.

2. A model format is included on the Moodle Resources tab.

### VII. Assessments

1. Two formal assessments will be completed in this class,

2. There will be a mid-term exam covering chapters 1, 2, and 3.

3. There will be a final exam covering chapters 4, 6, 7, and 11.

### **Grading**

Each week's assignment will be accompanied by a grade sheet or commentary on Moodle the week following it's due date.

It is expected that you submit all of the required course assignments in order to attain an understanding of the teaching of physical education to elementary school children. All assignments are expected on the designated due date and are to be completed in a professional, appropriate manner. Unless noted, all assignments are to be typed and are due as noted in Moodle on the Fall 2015 Assignments Due Dates tab.

Your weekly assignments will include reading, explorations of classroom ideas, and the documenting of class observations. Students of EDHP 2320 are expected to complete all assignments on time. No assignment will be accepted late for full credit. Also, no assignment will be accepted more than two weeks after its due date. No assignment should be turned in

early.

Please note a grade on any assignment is neither a judgment of you as a person nor the amount of time you spend completing an assignment. It is rather the quality of your work. Final grades will be determined by the posted grading scale on the Moodle page.

**Required Text**

Kovar, S., Combs, C., Campbell, K., Napper-Owen, G., & Worrell, V. Elementary Classroom Teachers as Movement Educators, Boston, MA; McGraw-Hill ISBN: 978-0078095764 (4 ed).