

# **Fall 2021 SYLLABUS**



## **Midwestern State University Gordon T. & Ellen West College of Education**

### **Techniques & Strategies in Team Sports      KNES 2403**

#### **Course Instructor**

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#### **Office Hours**

Monday      1:00 p.m. – 3:00 p.m.  
Wednesday      1:00 p.m. – 3:00 p.m.  
Thursday      2:00 p.m. – 4:00 p.m.  
\*Office located in MSU Wellness Center\*

#### **Class Meeting Places & Times**

Tues/Thurs 12:30PM – 1:50PM  
MSU Wellness Center (Court 2)  
\*Zoom classes may be used if needed\*  
\*McGraw Hill Connect may be used\*

#### **Required Text**

Lochbaum, M. (2020). *Connect Get Active w/Access* (3<sup>rd</sup> ed.). New York, NY: McGraw-Hill Companies.

#### **Accessibility**

Required digital materials for this course are part of the Courseware Access and Affordability Program at MSU Texas. Students are charged for required course materials on their student account with the Business Office. Any students who wish to opt-out of the Program and purchase the required course materials on their own must do so prior to 01/27/22. Opt-out instructions are sent to students' official my.msutexas.edu email address after the first day of class. Please contact the MSU Bookstore if you have any questions about the opt-out process.

#### **Course Description**

An introduction to selected team sport skill themes and activities. An emphasis on rules, skills, strategies, and progressions. This course is intended to prepare future professionals to apply scientifically sound principles to team sport programs.

#### **Assignment Overview and Grading Criteria**

Due dates will be shared in D2L or in class. Any assignment can be submitted before the due date. Late assignments will have a minimum automatic 25% point deduction for each day late. Do not wait until the last minute on any of your work!!

Grammar will be graded as a part of any course work. All work should be in your own words!

I will give feedback on assignments when appropriate, including, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

**Grades for each assignment will be posted in the D2L course grade book.**

**Table 1: Points allocated to each assignment**

Assignments	Points
Exams (2)	200
Entrance-Exit Slips/Connect Assignments/Homework	130
Class Engagement and Participation (10 pts/day)	250
Activity Lesson and Implementation	70
Bucket of Skills (2 @ 25 pts)	50
Skills Assessments (4 skills pre and post)	40
Total Points	740

**Table 2: Total points for final grade.**

Grade	Points
A	665
B	590 to 664
C	515 to 589
D	440 to 514
F	Less than 440

**Connect Assignments/Homework**

Prior to class, you will often have online assignments to complete through both McGraw Hill Connect and D2L.

**Engagement & Participation**

This counts as 250 points of your final grade. It is NOT the same as attendance. It includes intelligent statements and sincere questions, and clear preparation for class, including dressing out appropriately.

**Dress Code:**

\* All students are required to dress out for every class, unless otherwise notified.

*\*Shorts/pants of proper length and proper shoes are of your choice (no flip-flops, boots, or sandal type shoes).\**

### **Lesson Plan/Implementation**

Using a provided template, you will write a lesson plan for a team sport skill and teach it to the class on your assigned day.

### **Bucket of Skills**

This is a practical exam to test your knowledge and ability to perform the skills taught in this course.

### **Course Delivery Method and Attendance Policy**

This course is delivered via face-to-face at the university campus, and online through D2L and McGraw Hill Connect. Course materials and access to an online management system will be made available to each student.

A tentative course schedule has been posted on D2L. All course content, assignments, and due dates have been outlined.

Attendance is expected at all class meetings. You are expected to be on time when class begins. Roll is taken, and if you are not in your seat, you will be counted absent. Leaving class early without prior permission will result in your being counted absent for the class session.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email address or mobile number and customize which notifications you would like to receive.

## **Student Handbook**

Refer to: [Student Handbook 2019-2020](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook 2019-2020](#)

## **Campus Carry Rules/Policies**

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage for [Campus Carry](#).

## **Services for Students With Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **Course Objectives/Learning Outcomes**

Specific learning objectives for the course derive from the Pedagogy and Professional Responsibilities Standards (EC-Grade 12), the SHAPE Standards for Physical Education, and the Texas SBEC standards. This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Identify developmentally appropriate fundamental skills of team sports appropriate for fitness across the lifespan. (SHAPE 1.3; SBEC II)
- Demonstrate a level of skill competence needed for engaging in and teaching a variety of team sports. (SHAPE 2.1, 2.3; SBEC I, VI)
- Identify relevant information related to team sports such as equipment, etiquette, safety, etc. (SHAPE 3.4, SBEC VI)
- Demonstrate and apply knowledge in planning lessons and designing appropriate learning experiences for participants. (SHAPE 3.5, 3.6; SBEC IV)

- Demonstrate proficiency in the selection and effective use of verbal and non-verbal cues in the team sport setting, including anticipatory, motivational, safety, and education. (SHAPE 4.1, 4.5; SBEC VI)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners and persons of various ability levels. (SHAPE 3.5, 3.6, 4.4; SBEC III, V)
- Demonstrate the ability to create a positive community that encourages learners/participants of all abilities to participate in physical activity (motivation, self-respect). (SHAPE 4.6, SBEC III)
- Demonstrate the ability to teach the components of a practice session (including warm-up, drills, games, lead-up games, cool down). (SHAPE 2.1, 4.2; SBEC VI)
- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4; SBEC VI)
- Demonstrate the ability to recognize proper and improper technique in team sports skills (SHAPE 1.5, SBEC VII)
- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.6; SBEC III)

Pedagogy and Professional Responsibility Standards EC-12:

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **Instructor Class Policies**

#### **CITATION AND REFERENCE STYLE**

Students will follow the APA Style Manual, 6th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 6th Edition.

### **LATE ASSIGNMENTS**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable

resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **THREE THEN ME RULE**

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

### **Plagiarism Statement**

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook 2019-2020](#)

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Week	Dates	Content	Assignment
1	1/11 1/13	Orientation & Syllabus Fundamental Skills, Sports, Assignment Overview	Get Online Access Read: Ch.2 Basics of Physical Activity
2	1/18 1/20	Basketball Rules & Skills Basketball Drills	Read: Ch.9 Basketball
3	1/25 1/27	Basketball Scrimmages Volleyball Rules & Skills	Read: Ch.13 Volleyball
4	2/1 2/3	Volleyball Drills Volleyball Scrimmages	Complete <b>Basketball Quiz</b>
5	2/8 2/10	Soccer Rules & Skills Soccer Drills	Read: Ch.10 Soccer
6	2/15 2/17	Soccer Scrimmages Ultimate Frisbee Rules & Skills	Read: Ch. 22 Ultimate Frisbee <b>Volleyball Quiz</b>
7	2/22 2/24	Ultimate Frisbee Drills Ultimate Frisbee Scrimmages	Use Rubric and Plan for Lessons <b>Ultimate Frisbee Quiz</b>
8	3/1 3/3	Bucket of Skills Bucket of Skills	Review Skills for your Sport
9	3/8 3/10	Midterm Exam Review No Class	<b>Midterm Exam Due 3/11</b>
10	Spring Break	Have a great Spring Break	
11	3/22 3/24	No Class (Birthday) Softball Rules & Skills	Read: Ch. 11 Softball <b>Soccer Quiz</b>
12	3/29 3/31	Softball Drills Softball Scrimmages	Review Previous Chapters
13	4/5 4/7	Flag Football Rules & Skills Flag Football Drills	Read: Ch. 21 Flag Football <b>Softball Quiz</b>
14	4/12 4/14	Student-Led Activity Lessons Student-Led Activity Lessons	Lead great lessons! <b>Flag Football Quiz</b>
15	4/19 4/21	Review for Final No Class (Take Final)	Study for Final <b>Final Exam due 4/22</b>