GRADING:

A = Superior

DATE

WK

90-100%

C = Average

70-79%

F = Failure

<59%

DUE DATES / MISC.

B = Above Average

80-89%

D = Below Average

60-69%

COURSE OUTLINE:

8/22 Introduction to Course

Syllabus & Course Overview

8/24 Physical Activity Pedagogy

- An Introduction
 - Reading
 - Bugler, S. M., & Housner, L. (2009). Relocating from easy street: Strategies for moving physical education forward. Quest, 61, 442-469

TOPIC / READING

- 2 8/29 Current Issues in Physical Education
 - Physical Activity
 - Weight Status
 - Readings
 - Lee, S. M., Wechsler, H., & Balling, A. (2006). The role of schools in preventing childhood obesity. President's Council on Physical Fitness & Sports Research Digest, 7 (3), 1-8. http://www.fitness.gov/pcpfs_research_digs.htm
 - Payne, G. V. & Morrow, J. R. (2009). School physical education as a viable change agent to increase youth physical activity. President's Council on Physical Fitness & Sports Research Digest, 10(2), 1-8. http://www.fitness.gov/resources-and-grants/council-research/index.html
 - 8/31 Physical Education Appropriate Practices
 - Readings
 - National Association for Sport and Physical Education. (2009a). Appropriate practices for elementary school physical education. Reston, VA. Author.
 - National Association for Sport and Physical Education. (2009b). Appropriate practices for
 - junior high school physical education. Reston, VA. Author.
 - National Association for Sport and Physical Education. (2009c). Appropriate practices for high school physical education. Reston, VA. Author.
- 3 9/5 LABOR DAY
 - 9/7 Google Website/PE News
 - Safe, Legal and Ethical Use of Technology

Reflection Check #1 Due Sept. 7th

- 4 9/12 Google Website/PE News
 - Website Construction
 - 9/14 Idaho Physical Education Teaching Standards & Dispositions
 - Readings
 - Idaho State Department of Education (2008). Idaho Standards for Initial Certification of Professional School Personnel. (p. I-X, 1-12, 70-74)
 - Idaho Department of Education (2009). Code of ethics for Idaho professional educators. http://www.sde.idaho.gov/site/teacher_certification/code_ethics.htm University of Idaho. College of Education: Teacher Dispositions Evaluation.
- 5 9/19 Idaho & National Physical Education Standards
 - 2010 Idaho Physical Education Standards
 - 2004 National Standards for Physical Education
 - Readings
 - Idaho Physical Education Standards (2010)
 - National Association for Sport & Physical Education (2004). Moving into the Future: National Standards for Physical Education (2nd ed.), Reston, VA: McGraw-Hill
 - Physical Education Hall of Shame 9/21
 - Readings
 - Williams, N. (1992). The physical education hall of shame. Journal of Physical Education, Recreation & Dance, 63(6), 57-60.
 - Williams, N. (1994). The physical education hall of shame, part II Journal of Physical Education, Recreation & Dance, 65(2), 17-20.
 - Williams, N. (1996), The physical education hall of shame, part III. Journal of Physical Education, Recreation & Dance, 67(8), 45-48.
- 9/26 **Digital PE Tools**
 - Using Digital Tools to Solve Problems

Reflection Check #2 Due Sept. 21st

- 6. Reading reflections (i.e., electronic journal) will be completed on all assigned class readings and topics. Reflections should be one full single block double spaced paragraph page where all margins are 1 inch and font is 12-point. Questions to guide your reading reflection are: (a) how does the content fit within my view of physical education, (b) do I agree or disagree with what was stated, (c) how can what I read help me develop as a teacher, and (d) how would learners benefit from what I have read? Finally, to complete your reflection, the why question must be seriously addressed. Reading reflections (i.e., electronic journal) will be assessed three times throughout the semester (see Course Outline for due dates).
- 7. An e-portfolio will be completed and submitted at the end of the course. The e-portfolio artifacts will contain a professional photo, autobiographical sketch, a contextual statement about the artifact, a reflection on the artifact, and listing of course standards (i.e., Idaho State Board of Education Certification and/or Technology Standards) the artifact meets. Task Stream will be used to upload artifacts.
- 8. Questions for physical education professionals (i.e., student teachers to master teachers) will be generated by students in PEP 161 and submitted to professionals for response. Professionals will be selected in consultation with Dr. Scruggs. Professionals will be contacted and worked with via email. Reponses must be posted in Blackboard on or before September 28 for class discussion on October 3. Proposed questions must be submitted to Dr. Scruggs and approved by September 14.
- 9. Digital tools (e.g., pedometer) will be used to examine a current issue and to develop solutions to the issue (e.g., Hall of Shame to Hall of Fame Games).
- Read & become familiar with the University of Idaho undergraduate code of conduct, code of ethics for Idaho professional educators, & NASPE code of conduct. The following links will be helpful: http://www.webs.uidaho.edu/fsh/2300.html, http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf, &
 - http://www.aahperd.org/NASPE/pdf files/pos papers/resource-code.pdf.
- 11. According to Idaho code you may not work alone (unsupervised) with students at any time unless you have passed a fingerprint-based criminal background check that is accessible by the school. If you have any questions regarding this eligibility please contact Lauren Bowersox in the College of Education dean's office.
- 12. Disability Support Services Accommodations Statement: Accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 (885-630, dss@uidaho.edu, www.access.uidaho.edu)

COURSE FORMAT:

This course will consist of guided group discussions, reflection experiences, cooperative work, lectures, writing, current news reporting, and examinations/quizzes. Readings are to be completed prior to the class in which the content will be covered. By adequate preparation prior to class, the learning environment will be enhanced & all will benefit (inlcuding our profession). You must have your own hardcopy and/or electronic copy of the assigned readings for each class – DO NOT COME TO CLASS WITHOUT THE READINGS!

ASSESSMENT:

MODE	NUMBER	POINTS PER	POINTS	STANDARDS
Google Website/PE News	1	15	15	T1,3; C6,9,10
Digital PE Tools	1	10	10	T1; C4,6,8,9
Portfolio Artifact	1	10	10	C1,9
Questions for Professionals	1	10	10	C1,2,3,9
Reading Journal	3	10	30	T1,3,4; PE1,9; C1,2,3,4,6,8,9,10
Quizzes	3	5	15	T4; PE1,9; C1,2,3,9
Dispositions	1	10	10	
			TOTAL 100	

^{*}The professional dispositions component of your grade directly impacts your & your peers' educational experiences in this course & your overall standing in the Physical Education Certification Program in the College of Education at the University of Idaho. All 14 College of Education dispositions will be evaluated on a regular basis in PEP 161.

Hall of Shame to Hall of Fame via the Electronic Pedometer

9/28 Professional Development

- Pedagogical Expertise
- Quality Physical Education Teacher
 - Readings
 - Manross, D. & Templeton, C. (1997). Expertise in teaching physical education. Journal of Physical Education, Recreation & Dance, 68(3), 29-35.
 - NASPE (2007). What constitutes a highly qualified physical education teacher. Reston, VA: AAHPERD.
 - Phillips, A. D. (2009). What do they have that I don't have? Characteristics of National board certified teachers. Journal of Physical Education. Recreation. & Dance. 80(2), 44-47, 55.

7 10/3 Professional Organizations • AAHPERD/IAHPERD 10/5 Questions for PE Professionals • What PE Professionals are Saying – Round Table 8 10/10 Google Website/PE News • Presentations 10/12 Google Website/PE News • Presentations • Presentations • Presentations Oue on/before C Professional Ar • Presentations Due Oct. 14 th Blackboard Qui Oct. 14 th	
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Professional Responses

Due Sept. 28th