

Mayville State University

HPER 370, Fitness/Sport teaching Techniques

Scott Parker

Spring, 2025

3 Semester Hours

Contact Information:

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Phone: 788-5226 (35226)

Hours of Availability:

9:00-3:00 M-F: See office schedule for specifics

Instruction Mode:

On campus

Time Zone:

Central

Meeting Times and Location:

MWF 11:00 – 11:50

Course Description

A course designed to provide knowledge and skills needed to develop, implement and teach a concept-based fitness program within a physical education program. The student will learn to incorporate health-related fitness and lifetime physical activity into physical education programs. The SHAPE AMERICA Physical Best program will be studied. Students will have the opportunity to earn a Physical Best Specialist Certification. Practical applications of teaching skills and methods involved in various team, individual sports and fitness will be incorporated through peer teaching.

Purpose of the Course

This course will help students understand the need for quality skill instruction in sport activities and in fitness. The students will learn activities and strategies designed to help them implement skills in a physical education, fitness & wellness setting. Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for people of all ages.

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework.'

Course Objectives

Students who successfully complete the requirements of this course will have a good working knowledge of the following (as aligned to the ND ESPB [Physical Education](#) Content Standards):

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 2.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 2.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 2.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 2.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- 4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.

- 5.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Program Student Learning Outcomes (SLOs) Addressed in This Course (required)

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index, so you can quickly find the degree you are pursuing.

As part of Mayville State’s effort to demonstrate continuous improvement in achieving student learning outcomes, this course:

<input type="checkbox"/> introduces SLO # <input type="checkbox"/> reinforces SLO # <input type="checkbox"/> masters SLO # For Major / Minor: <input type="text"/>	<input type="checkbox"/> introduces SLO # <input type="checkbox"/> reinforces SLO # <input type="checkbox"/> masters SLO # For Major / Minor: <input type="text"/>	<input type="checkbox"/> introduces SLO # <input type="checkbox"/> reinforces SLO # <input type="checkbox"/> masters SLO # For Major / Minor: <input type="text"/>	<input type="checkbox"/> introduces SLO # <input type="checkbox"/> reinforces SLO # <input type="checkbox"/> masters SLO # For Major / Minor: <input type="text"/>
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Describe the assessments being used.

As part of Mayville State’s effort to demonstrate continuous improvement in achieving Essential Studies Learning Outcomes, this course will assess

ELO # 1 2 3 4

as part of the Essential Studies and Capstone Courses. As part of Mayville State University’s Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

Course Improvements Based on Most Recent Assessment Findings

This course will be assessed in the future (based on the 2019-2025 assessment curriculum map) and the findings will be reported in this syllabus.

Required/Recommended Materials

3 books: **(ALL 3 BOOKS ARE REQUIRED) We will use all 3!!**

- Physical Best- Physical Education for Lifelong Fitness and Health, 4th edition
- Fitness Gram / Activity Gram, Test Administration Manual, by the Cooper Institute
- SPARK: The revolutionary new science of exercise and the brain. By John Ratey

Instructional Strategies

A list of strategies that will be used in the course for learning. For example:

- Discussion forums
- Reflective Research Reviews

- Written and Oral Communication
- Exams
- Peer Teaching

Learning Experiences

- Read all assignments prior to class, including chapters as noted, research articles, etc.
- Assignments will be given via the Detailed Schedule OR in class. Submit all assignments in Blackboard on designated due dates.
- Grading of assignments shall be complete within 1 week of due dates. If there is a change to this policy students will be notified through email.

Instructional Technologies Utilized in this Course

- Blackboard Ally
- Blackboard Collaborate Ultra
- Blackboard Learn
- Hoonuit
- Skype for Business
- Zoom

Expectations/Protocols

- All sources must be documented use APA protocols
- Assignments will be turned in using Blackboard
- Computers will be brought to class every period
- Students will participate in classroom discussions and/or online discussions
- Points and/or grades may be awarded for any/all work assigned and submitted.
- A quiz may be given at any time.
- Tests and quizzes may not be made up if absence is unexcused and prior arrangements are not made for make up in case of an excused absence.
- Any and all work submitted must be of upper level college quality to be acceptable for grading.
- **Leaving early will not be acceptable unless it is a school sponsored event!! If you leave early and miss the final day it will be a 0. I will not allow it to be taken early or late!!**
- **Example of unexcused absence for final exam:**
 - Bought a plane ticket for that date, my ride is leaving, I want to go home early.
- **Example of excused absence:**
 - Death, Baseball/Softball play-offs.

NOTES: Students must dress to participate in whatever activity is being taught during the micro-teaching sessions. **TENNIS SHOES ARE A MUST!!!!** **If you do not wear correct attire for class you will not be allowed to be in class.**

Instructor/Student Communication

Email is the recommended method of communication. My office phone is (35226) or 701-786-5226.

Method of Evaluation/Grading

- Grading Scale:
 - A = 90%
 - B = 80%
 - C = 70%
 - D = 60%
 - F = below 60%
- Practice teaching to your peers.
 - a. Unit Plan
 - b. Lesson Plan
- Fitness Presentation
- Quizzes
- Attendance
- Attending class is mandatory. Please inform the instructor prior to any excused absences that might occur.
- Three (3) unexcused absents lowers your grade: A to B; B to C etc.
- **Physical Best Certification National test** (2-3 hour test) This test is taken at the students expense.

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is **NOT** considered attendance. Please see the enrollment verification activity and complete it by the date indicated. If it is not complete your enrollment in this course will be at risk.

Late Arrivals

Students will be expected to complete all work assigned prior to arrival. The student will be allowed to make up all work and allowed the same time given to students that were registered at the start of class.

Important Student Information

Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)

✓ Diversity Statement