**KIN 318: METHOD FOR TEAM & DUAL SPORTS (2018, Block 3)**

**Class Time**: M, W, TH, F (9-12) – TU (9-11; 1-3)

**Instructor**: Colin G. Pennington, Ph.D. **Office Phone**: 4267

**Office**: Law Hall 302 **Email**: [cpennington@cornellcollege.edu](mailto:cpennington@cornellcollege.edu)

**Office Hours:** I am always available to meet before and after class. You may feel free to drop by my office, or email any time to see if I am available.

**Class Location:** Thomas Commons/ATK and the Sports Center Complex

**Textbook**: Metzler, M. (2011). *Instructional Models for Physical Education* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway, Publishers.

**Course Overview:** This course is specifically designed for individuals that envision themselves professionally involved in the instruction of a variety of team and/or dual sports in public or private schools and in recreational settings. The emphasis of this course will be on development of the student’s ability to present correct performance instructions, identify and correct common performance errors, designed appropriate learning activities and advance other’s individuals skills and knowledges while teaching activities through the appropriate developmental instructional model.

**COURSE INTENT AND STUDENT EXPECTATIONS**

* Intent of course is to enable students to **teach** a variety of team sports to individuals of middle school and high school physical education and recreation program, as adult recreation leagues.
* The aim of the course is NOT to develop students’ personal skills or competitive abilities.
* This course will be conducted as a series of “mini” teaching clinics. Some individuals will serve as presenters or lead clinicians. Other individuals will observe, take note and participate as directed.
* Physical activity is part of the course and participation is expected. Participating will not conflict with students’ respective sports [sports are not an excuse not to participate].
* Students seeking a positive grade **WILL:**

1. Attend class daily; arrive on time; have read all assigned material; be knowledgeable of rule application
2. Listen respectfully to presenter; cooperate fully to all instructions, remain fully on task.
3. Assist with all equipment for all activities, both set up and take down.
4. CHECK COMPETITIVE AND AGGRESSIVE DRIVE AT THE DOOR. A teacher should provide opportunities to ensure success and learning for lesser skilled individuals.
5. Study all material intensely for the tests. Personal athletic skills will not provide students strong grades.

**Student Outcomes:** This course supports the Cornell College’s Mission and Core Values of Knowledge, Communication, Vocation.

Successful completion of KIN 318 will enable students to demonstrate through class participation, peer work, examinations and assignments:

1. Comprehensive knowledge of rules, skills, history and of selected activities. *(*INTASC #1*)(Knowledge)*

2. Comprehensive knowledge of appropriate teaching progressions, drills and classroom presentations for selected activities. *(INTASC #1, 3, 4) (Knowledge)*

3. Ability to identify and correct performance errors while working in peer teaching settings*. (INTASC #6, 7) (Communication)*

4. Ability to create effective teaching materials to be used in a variety of movement settings. *(INTASC #7,8) (Vocation)*

**Course Policies**

Students with Disabilities

Cornell College is committed to providing equal educational opportunities to all students. Students who need accommodation for learning disabilities must provide documentation from a professional qualitied to diagnose learning disability. For more information: <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>. Students requesting services should schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs.

### *Contact: Brooke Paulsen, Coordinator of Academic Support and Advising*

[*(319) 895-4382*](tel:+(319)%20895-4382)*;*[*bpaulsen@cornellcollege.edu*](mailto:bpaulsen@cornellcollege.edu)*; Cole Library 309*

*Academic Integrity*

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading ``Honesty in Academic Work.''

*Class Etiquette* [this is all good practice for when you are a teacher]

1. Cell phones are not tolerated in class or in the arena during class.
2. Class begins on time.
3. All students are expected to arrive at class having the read the material posted on Moodle for the class. If you cannot attend a class let me know beforehand- open communication is a MUST in this profession.
4. All class members are to be treated with respect. Everyone will listen respectfully to other ideas, questions and opinions. One may disagree with another’s idea but must do so professionally and respectfully.
5. Please do not carry on private conversations while another student or the instructor is speaking. This is both disrespectful and disruptive to others who are attempting to hear and learn [remember, you will be a teacher; you will hate it when this goes on in front of you].
6. Appropriate and professional clothing is required [dress for physical activity].

**Late work** All work is due at the beginning of class on the due date. Late work will not be accepted. Please be in close contact with the instructor if you are ill and having trouble staying current with your work.

**Course Readings** All assigned readings for class can be found on Moodle.

**Assignments and Assessment – (400 points total):**

1. Tombstone Homework (**15 points**)
2. Final Teaching philosophy (**20 points**)
3. One 15 min. partner-teach in a Mosston Style (**15 points**)
4. 4 JOPERD Article Homework Summaries: *(INTASC 1,6; ITS 1,2)* (10 points each – **40 points**)
5. 10 Assigned Reading Reflections: *(INTASC 1,6; ITS 1,2)* (5 points each - **50 points**)
6. Two 45-min. Partner-teaches: (*INTASC 1,7,8; ITS 2,3,4)* (40 points each – **80 points**)
7. 2 Lesson Plans Assignments: (*INTASC 1,7,8; ITS 2,3,4)* (20 points each – **40 points**)
8. 2 Teaching Reflections: *(INTASC 1,2,5,6; ITS 1,2,4,6)* (10 points each – **20 points**)
9. 2 Peer-Assessments: *(INTASC 8; ITS 5)* (10 points each – **20 points**)
10. 2 Written Exams: (exam 1- 40 points; exam 2 – 60 points - **100 points**)
11. Participation: (*INTASC 1,6,9; ITS 1,2*) (-5 points/per unexcused absence)

Grading scale: (total all points and divide by 400 total points)

A = 100-96% A- = 95-90%

B+ = 89-86% B = 85-83% B- = 82-80%

C+ = 79-76% C = 75-73% C- = 72-70%

D+ = 69-66% D- = 62-60%

**Assigned readings:**

***Textbook:***

Metzler, M. (2011). *Instructional Models for Physical Education* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway, Publishers.

***Physical Literacy:***

Lounsbery, M. A., & McKenzie, T. L. (2015). Physically literate and physically educated: A rose by any other name?. *Journal of Sport and Health Science*, *4*(2), 139-144.

***Sport Education*:**

1. Siedentop, D. (1998). What is sport education and how does it work?. *Journal of physical education, recreation & dance*, *69*(4), 18-20.
2. Parker, M. B., & Curtner-Smith, M. (2005). Health-related fitness in sport education and multi-activity teaching. *Physical Education & Sport Pedagogy*, *10*(1), 1-18.
3. Parker, M. B., & Curtner-Smith, M. D. (2012). Sport education: a panacea for hegemonic masculinity in physical education or more of the same?. *Sport, Education and Society*, *17*(4), 479-496.
4. Hastie, P. A., & Wallhead, T. (2016). Models-based practice in Physical Education: The case for sport education. *Journal of Teaching in Physical Education*, *35*(4), 390-399.

ALT: Parker, M., & Curtner-Smith, M. (2012). Preservice teachers’ use of production and reproduction teaching styles within multi-activity and sport education units. *European Physical Education Review*, *18*(1), 127-143.

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| Oct |
| **MONDAY (9-12)** | **TUESDAY (9-11, 1-3)** | **WEDNESDAY (9-12)** | **THURSDAY (9-12)** | **FRIDAY (9-12)** | **SAT** | **SUN** |
| 22 Course Overview/Syllabus  Read NYT PE article   * Physical Literacy & SHAPE PP * Teaching Philosophy PP * Value Orientation in class reading and discussion   **Assign teaching pairs/lesson**  Homework:  Tombstone assignment  Assigned reading 1:  Physical literacy | 23 Due: Tombstone assignment; Reading 1 response  Appointment: Share Tombstone   * Scheme of Work (Unit Plan) PP * Lesson Plan PP and examples * Mosston PP   PM session: Command, divergent discovery (*throwing and retrieving; boat race*) + Select partner, style, activity  Assigned reading 2-3:  Metzler CH 2; SE (1) | 24 Due: Reading 2, 3 response   * Curriculum Models PP * SE Model PP   Construct a SE season  Create teams  Delegating roles  **Equipment Inventory**  Assigned reading 4:  Metzler CH 9- PSI | 25 Due: Reading 4 response   * Behavior/management PP * Legal Liability PP   **Colin Soccer Day**  Plan your 15 min. partner teach  Assigned reading 5:  Metzler CH 10- SE | 26 Due: Reading 5 response  Partner-teach one of the 7 remaining styles (7 groups)  Assigned reading 6-7:  Metzler CH 14- TGFU; SE (2) | 27 | 28 |
| 29 Due: Reading 6-7 response  **Ellen Whale** (3 on 3 basketball)  Assigned reading 8-9:  Metzler CH 15- TPSR; SE (3) | 30 Due: Reading 8-9 response  **Pair 1** Handball (7 evaluate)  **Pair 2** Touch rugby (6 evaluate)  PM session:  **Pair 3** Blind soccer (5 evaluate) | 31 Due: Pairs 1, 2, 3 reflections  **Pair 4** Pickleball (3 evaluate)  **Pair 5** Sit volleyball (2 evaluate)  Assigned reading 10:  SE (4) | 1 Due: Pairs 4, 5 reflections  Due: Reading 10 response  **Pair 6** Lacrosse (1 evaluate)  **Pair 7** Cricket (4 evaluate) | 2 Due: Pairs 6, 7 reflections  **Exam 1 (40 points)**  Homework: Philosophy peer review | 3 | 4 |
| Nov | 5 Due: Peer reviewed Philosophy  **Bri Strong** (volleyball)  Homework:  JOPERD/Strat. 1 | 6Due: Pairs 1, 2, 3 reflections  Due: JOPERD/Strat. 1 response  **Pair 1** x (7 evaluate)  **Pair 2** x (6 evaluate)  PM session:  **Pair 3** x (5 evaluate) | 7  **Pair 4** x (3 evaluate)  **Pair 5** x (2 evaluate)  Homework:  JOPERD/Strat. 2 | 8 Due: Pairs 4, 5 reflections  Due: JOPERD/Strat. 2 response  **Pair 6** x (1 evaluate)  If time…  **Pair 7** x (4 evaluate)  SIG TALK – 2 points | 9 Due: Pairs 6, 7 reflections  **Meredith Merce** (lacrosse)  …If not enough time  **Pair 7** x (4 evaluate)  Homework:  JOPERD/Strat. 3 | 10 | 11 |
| 12 Due: JOPERD/Strat. 3 response  **Nate Grosse** (soccer)  Homework:  JOPERD/Strat. 4 | 13 Due: JOPERD/Strat. 4 response  (or move to Monday?)  Course evaluation  **Exam 2 Final (60 points)**  PM session:  Curling Instructional League 6:15-8:30 | 14 Due: Final Philosophy  Iowa City Fencing 9-11am | 15 | 16 | 17 | 18 |

\*Subject to change**GUEST PRESENTERS**

**Ellen Whale, Physical Education Professor, Retired**

When Ellen Whale arrived on the Hilltop in 1978 as volleyball coach and assistant professor of physical education, Cornell women were just beginning to play intercollegiate sports. Whale’s timing was fortuitous. Six years earlier, Title IX was passed as part of the United States Education Amendments of 1972, protecting people from discrimination based on gender in education programs and activities that received federal funding. Athletics was not mentioned in Title IX, but it soon had a profound impact on colleges and universities. Women’s athletics became more important and visible.

During her first year on the job, there wasn’t an athletic conference for women. The coaches lined up the games, arranged for the officials, and reserved the gyms. In 1979 she started the women’s track squad. Three years later the team beat Coe for the conference championship.

At first there was only one set of warm-ups, which the women’s tennis and volleyball teams shared. Whale says the volleyball team usually let the tennis team wear the warm-ups because they played outside. In another instance the women’s softball team used cast-off men’s practice pants as their game uniforms.

In 1979 the Midwest Athletic Conference for Women was established, with English Professor Geneva Meers as its first commissioner and Whale as the voting athletic representative for Cornell. The next year Whale was appointed chair of the health and physical education department for both men and women, the first woman to hold that job.

Her career as an administrator was just beginning. In 1989 she was named athletic director with responsibility for both men’s and women’s athletics. At the beginning of the 2003-04 school year, Whale and Steve DeVries, her colleague in the Department of Physical Education, made the move from coaching and teaching to teaching full-time. The rest of the physical education staff moved to coaching full-time. Four years later the Department of Physical Education became the Department of Kinesiology, which reflected its evolution from primarily training coaches and PE teachers to also preparing students for careers such as athletic training and physical therapy. Today kinesiology is the second-most-popular major on campus. In 2004 she was inducted into the Cornell Athletics Hall of Fame.

**Bri Strong, Assistant Volleyball Coach**Strong was a two-time all-star at Mount Vernon High School and enjoyed a record-setting career at NCAA Division I University of Northern Colorado from 2010-14. She earned First Team All-Big Sky Conference honors as a senior, and was a second team choice in 2013. A two-time team captain, Strong helped guide the Bears to three Big Sky Tournament championships and three NCAA appearances during her time in Greeley, Colo.

Strong led the Big Sky in attack percentage two consecutive seasons, including a conference-record .403 clip in 2013. She is Northern Colorado’s Division I career-record holder for solo blocks and attack percentage. Strong also boasts the program’s top season marks for solo and total blocks under the 25-point scoring format.

In 2013, Strong was voted Northern Colorado’s Fall Athlete of the Year and Break-out Athlete of the Year. She finished among the program’s career leaders in blocks per set (0.95 – second), total blocks (353 – third), block assists (302 – third), points (1,073 – sixth) and kills (870 – seventh). She played in 372 career sets while helping the Bears to three 20-win seasons.

Strong earned a bachelor’s degree in Social Sciences with a minor in Human Services. While starring at Mount Vernon, Strong was part of a historical 2009-2010 season that saw the Mustangs capture state championships in volleyball, basketball and track & field. She directed the Mustangs to state volleyball runner-up finishes in 2007 and 2008 before taking the Class 2A title her senior season.

A three-time all-district performer, Strong was selected by PrepVolleyball.com to the 2009 Senior Aces and was also named to the Iowa Girls Coaches Association Senior Select All-Star Team. In 2007, Strong was tabbed to PrepVolleyball.com’s national list of Most Outstanding Sophomores.

Strong was ranked the state’s 11th-best player – in basketball – her senior year at Mount Vernon.

**Meredith Merce, Head Coach- Women’s Lacrosse**

Meredith Merce was named head coach of Cornell’s women’s lacrosse program in October 2015.

Merce, a native of Oakhurst, N.J., will guide the Rams into their third year of NCAA Division III competition in the spring of 2017.

I really felt connected to the campus,” said Merce, a 2013 graduate of New England (Henniker, N.H.) College, where she earned a bachelor’s degree in kinesiology. Merce was a four-year starter for the NCAA Division III New England Pilgrims, playing the midfield and defender positions. She was named to the North Atlantic All-Conference Team her senior season after leading the team with 29 goals and 38 points. Merce was voted New England’s Female Athlete of the Year in 2012-13. Merce earned team MVP honors as a sophomore and senior. She served as captain of the 2013 team. Merce compiled 55 goals and 13 assists in 70 career starts at New England. She was a key member of the 2012 squad that advanced to the North Atlantic Conference East Division championship match.

Merce played on the American International Sports Team that won tournaments in Munich and Prague in 2012. She was head junior varsity girls lacrosse coach at Red Bank Catholic (N.J.) High School from 2013-15, and also coached an area youth team for one year.

**Nate Grosse *(GRO see),* Soccer**  
Grosse played one season at Truman State University (1997-98), and then went on to the University of Nebraska Omaha where he was a three-year starter on its club team and a member of the Omaha Burke High School team that reached the state finals four consecutive years (1994-97).

Grosse is finishing his third year as Cornell’s Head Coach after serving as assistant coach during the 2013. Previously, Grosse spent seven years coaching and teaching at St. Laurence High School in Burbank, Ill. He was head varsity boys’ soccer coach for three seasons, winning two Chicago Catholic League championships (2011, 2012) and claiming a regional title in 2012. Grosse was named Chicago Catholic League Soccer Coach of the Year in 2011 and 2012. His 2012 squad advanced to a sectional final (round of 16) in the Illinois High School State Tournament. Additionally, he headed a high school program in Lima, Peru, from 2001-03, prior to serving as instructor for the Creighton University Soccer Academy (2000-01).

Grosse earned a bachelor’s degree in Spanish from the University of Nebraska-Omaha in 2005. He holds a National D Coaching License from the United States Soccer Federation and is a current member of the National Soccer Coaches Association of America (NSCAA). Grosse has earned an NSCAA National Diploma-Distinguished Pass as well as NSCAA Special Topics Diplomas.

**Field Trips**

**Cedar Rapids Curling**

**November 13** at the Cedar Rapids Ice Arena (6:15 pm-8:30 pm:

**6:15 pm:** Off-ice presentation:

* + Short history of curling
  + Current status of U.S. curling, different types of facilities, and different club business models
  + Basic rules of curling
  + Adaptive features of the sport:
  + How we teach curling in 50 minutes to 48 people at time
  + How we train our teachers

**7:00 pm**: On-ice:

* + Students do a hybrid version of our “learn to curl” program
  + Discuss the differing schools of thought on various “how’s” and “why’s”

**8-8:30 pm**: mini-game

**Iowa City Fencing**

**November 14** at the Iowa City Fencing Center (9 am -11 am)

* Introduction to fencing as a sport
* Rules, equipment, strategy
* Skill demonstration
* Observation, practice

**Team Sports**

**Individual Sports**

Track/distance

Field

Weight training

Fitness-based (cross fit)

Swimming

Yoga

Dance Dance Revolution

Cup stacking

Archery

***Invasion sports***

Basketball

Ultimate Frisbee

Flag football

Netball

Football

3 on 3 basketball

Soccer

Lacrosse

Volleyball

Touch Rugby

Handball

Sit volleyball

Blind soccer

***Non-invasion***

Baseball

Beep baseball

Softball

Curling

Cricket

**Duel Sports**

Tennis

Pickleball

Lacrosse

Racquet ball

Table tennis

Squash

Pickle Ball

Fencing

Wrestling

Martial arts

Boxing

Billiards

Bowling

Golf

BirdyBall

Tetherball

Croquet

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| --- | --- | --- |
| Arrows | 35 |  |
| Badminton Nets | 3 |  |
| Badminton Racquets | 30 |  |
| Basketballs | 2 |  |
| Beach Balls 24" | 12 |  |
| Bean Bags | 24 |  |
| Birdie ball sets | 2 |  |
| Birdies | 50 |  |
| Bows | 3 |  |
| Box of compasses and archery guards | 1 |  |
| Box of random balls | 1 |  |
| Box of Rope | 1 |  |
| Bucket of hockey pucks | 1 |  |
| Bucket of short wooden sticks | 1 |  |
| CD/Radio | 1 |  |
| Cricket Bats | 7 |  |
| Frisbees | 15 |  |
| Gator Balls (12") | ? |  |
| Golf Balls (Wiffle) | 150 |  |
| Golf Clubs | 41 |  |
| Hula Hoops | 5 |  |
| Jerseys | 12 |  |
| Lacrosse Sticks | 12 |  |
| Long Jump ropes (16') | 6 |  |
| Mini Compressor | 1 |  |
| Mini Footballs | 6 |  |
| Orange Cones | 17 |  |
| Paddles Misc | 6 |  |
| Parachute | 1 |  |
| Plastic bowling pins | 20 |  |
| Playground Balls 8.5" | 6 |  |
| Poly cones | 10 |  |
| Poly spots | 8 |  |
| Pool Noodles | 8 |  |
| Racquetball Goggles | 15 |  |
| Racquetball Racquets | 13 |  |
| Rubber Bowling Balls | 3 |  |
| Rugby Balls | 5 |  |
| Scarves | a LOT |  |
| Scooters | 6 |  |
| Short Speed Jump ropes (9') | 12 |  |
| Sport Stacks | 6 |  |
| STACKS MAT | 1 |  |
| Styrofoam paddles | 9 |  |
| Team Hand balls | 13 |  |
| Tennis Racquet | 1 |  |
| Velcro tennis ball catch | 6 sets |  |
| Volleyballs | 11 |  |
| Wickets | 4 |  |
| Wood Baseball bat | 1 |  |
| Wood Bowling Pins | 10 |  |
| Wood paddles | 15 |  |
| Wooden Dowels | 14 |  |
| Yarn balls | 12 |  |