PET 605
Professional Issues in Physical Education

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WEB SITE:  http://www.wvu.edu/~physed/ayers  CLASS:  T-Sa: 8:30a-4:00p

PREREQUISITES:
Admission to the Physical Education Teacher Education (PETE) master’s degree program

COURSE DESCRIPTION:
This course is designed to provide teachers with an overview of significant issues affecting the teaching of physical education.

REQUIRED TEXTS:

COURSE COMPETENCIES:
Upon completion of this course, each student will be able to:
1. Demonstrate knowledge of research on teaching effectiveness.
2. Describe the national standards and how they influence effective physical education instruction.
3. Describe major problems impeding the provision of quality programming in physical education.
4. Discuss the relationships among instruction, management, and assessment in physical education.
5. Identify the major professional organizations offering physical educators the opportunity for professional enrichment and growth.

ATTENDANCE:
Students are expected to attend every class meeting. More than one absence will result in failure of this course.

SOCIAL JUSTICE:
West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect and non-discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

ENVIRONMENTAL FRIENDLINESS:
I encourage you to reduce, reuse and recycle to the largest degree possible. This can be achieved to some degree by printing work on both sides of paper or recycling old paper.

ACADEMIC INTEGRITY/DISHONESTY:
The academic development of students and the overall integrity of the institution are primary responsibilities of WVU. Academic dishonesty is condemned at all levels of life, indicating an inability to meet and face issues and creating an atmosphere of mistrust, disrespect, and insecurity. In addition, it is essential in an academic community that grades accurately reflect the attainment of
the individual student. Faculty, students, and administrators have shared responsibilities in
maintaining the academic integrity essential for the University to accomplish its mission. Students
should act to prevent opportunities for academic dishonesty to occur, and in such a manner, to
discourage any type of academic dishonesty.

ACADEMIC REQUIREMENTS:
Quality preparation for this class is an expectation. Participation on a daily basis and timely
submission of assignments are basic requirements. NO LATE WORK WILL BE ACCEPTED.

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<thead>
<tr>
<th>COMPONENT OF GRADE</th>
<th>% OF GRADE</th>
<th>GRADING SCALE</th>
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<tbody>
<tr>
<td>Position papers, presentations, discussions</td>
<td>50</td>
<td>90 - 100% = A</td>
</tr>
<tr>
<td>Written reflections &amp; discussions</td>
<td>40</td>
<td>80 - 89% = B</td>
</tr>
<tr>
<td>Portfolio design</td>
<td>10</td>
<td>70 - 79% = C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 - 69% = D</td>
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<td>&lt;60% = F</td>
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ASSIGNMENT DESCRIPTIONS (all due at the beginning of class unless otherwise noted)

Position papers, presentations, and discussions: Each student will read a selected article, write a
2-3 page paper summarizing that paper and taking a personal position on the content of that paper,
give a 15-20 minute presentation on this information to the class, and lead a class discussion on this
topic (see web site for rubrics on each component). One of the expectations for graduate students is
to refine the ability to clearly communicate ideas, so your ability to do this well will count for a
considerable part of your grade in this course.

Reflection papers and discussions: Professional development can be fostered by reflecting and
interacting with current thinking in physical education teaching. This interaction will take place
with your instructor, your peers and selected readings. The primary vehicle used to facilitate this
interaction will be written reflections. The reflections you produce will include five elements: 1) full APA style reference (see web site for examples under the “readings” link) for each reading, 2) verbatim quotations from each reading; 3) the page(s) from which the quote is taken, 4) your reasoned personal reactions to each quotation, and 5) three “discussion starters” to guide the class’s interaction in the direction(s) you find most important from each reading. You must identify and react to three quotations from each article. A correctly formatted example of a quotation and an appropriate reaction follows:


Pg: 212 "The general picture that emerges from the data are of seven effective classroom managers whose strategies are highly similar to those of effective classroom teachers."

Reaction:
When comparing effective physical education teachers and their management practices to regular classroom teachers I am amazed at their similarities. I would have thought that physical education, which is so different from math, reading or social studies, would have required a very different approach to dealing with the basic routines of classroom management. Maybe there are some things we can learn from research on teaching on classroom subject matter areas.

Each reflection must be computer generated and meet the following guidelines: 1” margins, 12 point font, double spaced, ≤ three pages (longer reflections will merit reduced credit) and be submitted at the beginning of the class session designated for discussion of the readings. Your “discussion starters” will be used to lead the class discussion as you and your classmates explore reactions/ideas related to each reading. Reflections and discussions will be evaluated on their
thoughtfulness, level of reasoned comments, and articulation. You do not have to agree with the instructor or with the authors. If you agree with everything, our class discussions will be extraordinarily dull.

For each Silverman & Ennis book chapter (readings 3-6 and 8-11), instead of the reflection paper format outlined above, use the rubric available in the link, “Silverman and Ennis chapter summaries” on the course web site.

**Portfolio design:** Next week you will be enrolled in the Practicum class. The main focus of that course is your presentation of a personal portfolio that demonstrates the professional growth and development your matriculation through this program has fostered. As such, you will begin sorting through the experiences you have had in the WVU PETE master’s degree program and how your teaching has and will continue to improve because of these experiences. In this course, you will encouraged to examine your experiences critically, collate how you have prospered from said experiences and begin sharing critical learning with your peers. By the end of this course you will have produced the framework of the presentation you will make in Practicum.

**TENTATIVE COURSE OUTLINE:**

| T 7/6   | AM: Introduction to course, overview, syllabus review | readings 1-3 |
| PM: Advanced standards and praxis | Health issues in physical education | Dr. Ruth Kershner |

| W 7/7   | AM: Maximizing student learning | readings 4-6 |
| PM: Meaningful assessment | Position papers | readings 7-8 |

| R 7/8   | AM: Grant writing and funding cuts | Mrs. Deb Coen |
| PM: Position papers | see choices |

| F 7/9   | AM: Integration | readings 9-11 |
| PM: Position papers | see choices |

| S 7/10  | Portfolio presentations | see choices |


POSITION PAPERS:


