I. Catalog Description:
Instruction, practice and techniques in teaching fundamentals of individual/dual activities through various instructional methodologies. Activities include badminton, golf, tennis, and secondary dance.

II. Course Purpose:
The course is one of those required in the Professional Studies program for students majoring or minoring in Physical Education. It provides preservice teachers an opportunity to gain an understanding of the knowledge, skills, and abilities that are a part of the teaching process. Students acquire a foundation of the physical execution of various individual/dual activities.

III. Divisional Goals/Course Objectives:

a. demonstrate the ability to **effectively communicate** through both the verbal and written modalities in a peer teaching laboratory experience.

b. demonstrate the concrete **application of content knowledge** through **peer teaching** as a verbal explanation/demonstration of two or more psychomotor skills and lead up games as prescribed in the catalog description.

c. demonstrate the concrete **application of content knowledge** through the practical **participation** as a student learning the psychomotor skills and games of individual/dual activities.

d. demonstrate the ability to **work cooperatively** as a member of a group utilizing various instructional strategies and participating as a student.

IV. Specific Strategies to Accomplish Goals/Objectives:

a. Students will be required to peer teach a minimum of two skills in two individual/dual activities (inclusive of dance), lead-up games, and participate in a number skills testing situations. The students must complete a daily lesson plan and type a study guide for the assigned activities.

b. Students will be required to participate as a student in order to demonstrate the skills for each of the individual/dual activities.

c. Students will attend class, practice skills, games, and dances as presented by the teacher and student teachers.

d. Students will participate in the filming of their own golf swing and tennis swing and complete the video-framing/capture, skill analysis, and web page.

e. All work must be e-mailed to the instructor and paper copies of lessons or presentations when presented in class. The final video-audio capture must be placed in the **shared" Individual" folder** found under My Computer/McCarriar - the week the assignment is due.

f. Information on the course requirements will be available on either or both the K:drive: Ind.-dual and instructor's web page [see link below].

V. Topic Outline:
The major course topics will be present are: badminton, tennis, golf, and secondary dance.

VI. Textbook(s) and Selected References:

VII. Specific Course Requirements: Upon completion of this unit the student should have:
A. demonstrated knowledge of the basic skill techniques needed for the teacher explanation/demonstration portion of a class presentation for the individual/dual activities through a minimum of two of the following mediums: **verbally, participation,**
&/or practical application.
B. acquired and exhibited a knowledge of teaching in progression for the basic individual/dual activity skills utilizing teaching cue phrases.
C. acquired and exhibited practical knowledge in the development of a sample of skills tests for the activities of P.E. 360.
D. transferred his/her knowledge of and ability to apply the individual/dual sports' rules and/or teaching skill techniques from the PE 360-361 Instructional Guide or the Physical Education Handbook or another professional publication.
E. emulated a professional educator through conscientious class attendance; participating daily; and dressing professionally for student teaching.
F. completing the in-class or outside assignments on the due date [see course calendar].

VIII. Evaluation - Total Point System:
A.) Attendance: 25%
A student will receive points for each day they are in attendance, dressed for activity, (sweats and regular athletic shoes) and participating. The total number of points for attendance will be approximately 25% of the overall total.
NOTE: To receive an excused absence from class for illness, the student must call 845-7168 and leave a voice mail message prior to class time. In order to receive attendance points for an excused absence, students must interview the individual(s) who taught that day and e-mail a one page written summary of the information taught that hour within one week of the excused absence. Unexcused absences cannot be made up for full credit(*). This is inclusive of student teaching assignment. The points for the teaching will be lost or, at best, made up for half credit [this is at the discretion of the instructor].

B.) Knowledge of Content: 35%
The combined total of points from this section will comprise (35%) of the total points (note: provision for unexcused absences*). If a student requests the test items to be read aloud, he or she must make that request two days prior to the scheduled exam date. a.) 15% video framing- golf; b.) 20% video framing -tennis [with voice over]. The video framing may be completed in either table or power point format. There will be a minimum of three pictures and teaching skill "cues" (a.k.a. self-analysis) and a video clip of both your golf swing and tennis serve (see instructor for grading rubric). The teaching cues must be referenced by the required course textbooks or a credible web site provided for the instructor's approval. PORTFOLIO PROJECT: TECHNOLOGY = APPLIES.

C.) Planning, Implementation, & Assessment of Knowledge: 40%
The remaining 40% of the total points will come from the student teaching assignments inclusive of two lesson plans and an internal web page. a.) 15% for each in-class peer teaching assignment (30% total), inclusive of completed lesson plans [inclusive of reflective statements] which is e-mailed to the instructor and each classmate; b.) 10% for the internal Web page (completed with 4 tables with a minimum of one "teaching" web site) and all of the lesson plans generated by the students attached to the appropriate table. The lesson plans will have been mailed to his/her peers and the instructor [with reflective comments] the day after the lesson has been taught in the class.

VCSU 424 Academic Integrity
Academic integrity in students is recognized as a fundamental objective of higher education. Academic dishonesty among students can take many forms. Among them are: copying answers from another student's test during the test, stealing examinations, and duplicating another student's work, daily assignment or term paper, from a present or past student. Possible Sanctions
1. After confronting a student with the evidence, a faculty member may lower a student's grade, grant no credit, assign a grade of F for the particular test or assignment, or give a grade of F for the course in question.
2. Should a violation under this policy include violations of the Student Code of Conduct, further action may be taken according to the operating guidelines of that policy.