

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Dr. Cuauhtemoc Carboni
Course Title & #:	PE for Elementary School Teachers PE 211	Email:	temo.carboni@imperial.edu
CRN #:	11479	Webpage (optional):	
Classroom:	700/738/GYM	Office #:	705
Class Dates:	Aug 13-Dec 8	Office Hours:	M&R 2:30 to 3:30PM Office T&W 2:30 to 3:30PM Online
Class Days:	Tuesday & Thursday	Office Phone #:	760-355-6250
Class Times:	8:00 AM – 9:25 AM	Emergency Contact:	760-355-6250
Units:	3.0		

Course Description

This course is designed to prepare the elementary school teacher to teach the whole child through physical education. (CSU)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Create and perform appropriate elementary PE lessons. (ILO1, ILO2, ILO3)
2. Determine and evaluate appropriate and inappropriate elementary PE practices and lesson components. (ILO1, ILO2, ILO3, ILO4)
3. Critique lesson highlights and needed improvements. (ILO1, ILO2, ILO3)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Analyze and assess concepts in the field of physical education.
2. Discover the characteristics of different age levels for physical education programs and methods of teaching for various age groups.
3. Analyze the history and philosophy of physical education.
4. Observe and examine current trends in elementary school physical education curriculum.
5. Analyze movement fundamentals including cardiovascular activities in structured games and activities.
6. Discover rhythmic activities used for elementary school children.
7. Develop a reasonable repertoire of activities for sports activities including gymnastics and aquatics.
8. Discover different methods and techniques in teaching a wide variety of activities.

Textbooks & Other Resources or Links

Pangrazi, R. and Beighle, A. 2016. *Dynamic Physical Education for Elementary School Children* 18th. Pearson ISBN: 978-0134000404.

Course Requirements and Instructional Methods

This course will implement the following methods to assure student learning.

Class Activity

Essay

Mid-Term/Final Exam(s)

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Audio Visual

Lecture

Student Requirements and Responsibilities:

Reading before each class session is one of the most important requirements for this course. During this course we will be engaged in discussions, group and individual activities that require prior preparation from you to be able to successfully meet daily learning objectives according to each topic.

During classroom discussions and activities you are expected to be respectful of others and the instructor.

Successful students in this course spend two (2) hours of independent work done out of class per each hour of lecture or class work. For this course it means that you spend 6 hours outside of class a week reading or doing assigned homework.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading Points

Grading Scale:

Quizzes (2):	200 points	A= 1000 – 900 points
Participation:	100 points	B= 899 – 800 points
Group Teaching 1:	250 points	C= 799 – 700 points
Midterm:	100 points	D= 699 – 600 points
Final:	100 points	F= 599 or below points
Group Teaching 2:	250 points	
Total Points:	1000 points	

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use

appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Week	Activity and/or Topic	Assignments/Due Dates/Tests
Week 1 Aug 14-16	Syllabus & Introduction Chapter 1 Elementary School Physical Education	Chapter 1
Week 2 Aug 21-23	Chapter 2 Growth & Development Chapter 3 Quality Lesson	Chapters 2 & 3
Week 3 Aug 28-30	Chapter 4 Curriculum Development Chapter 5 Instructional Effectiveness	Chapters 4 & 5
Week 4 Sep 4-6	Quiz 1 on September 6	
Week 5 Sep 11-13	Chapter 6 Management and Discipline Chapter 7 Children with Disabilities	Chapters 6 & 7
Week 6 Sep 18-20	Chapter 8 Evaluation and Technology Chapter 11 Integrating Academic Concepts in PE	Chapters 8 & 11
Week 7 Sep 25-27	Chapter 12 Monitoring Physical Activity Chapter 13 Physical Fitness	Chapters 12 & 13
Week 8 Oct 2-4	Quiz 2 On October 4	
Week 9 Oct 9-11	Chapter 15 Movement Concepts Chapter 16 Fundamental Motor Skills	Chapter 15 & 16
Week 10 Oct 16-18	Midterm on October 18	
Week 11 Oct 23-25	Group Teaching 1	
Week 12 Oct 30-Nov 1	Group Teaching 1	
Week 13 Nov 6-8	Group Teaching 1	
Week 14 Nov 13-15	Group Teaching 2	
Week 15 Nov 27-29	Group Teaching 2	
Week 16 Dec 4-6	Group Teaching 2 Final Exam December 6	

*****Tentative, subject to change without prior notice*****