Catalog Description: This advanced study course is a capstone experience for students in the Physical Education Teaching Option. This course provides a critical perspective of how theoretical concepts and integrated knowledge can be applied to the teaching of physical education. Emphasis is on a coherent understanding of the interrelationships that exist in the subdisciplines of physical education and other subject areas.

Course Objectives:
After completing this course, students will be able to:

- Demonstrate appropriate language and writing skills that enhance evaluation and assessment techniques
- Critically examine and apply research data and theories pertaining to cognitive and motor development patterns which impact the learning of skills needed in an academic and movement environment.
- Design and implement problem based learning experiences that focus on the importance of regular physical activity in everyday life.
- Critically examine and apply research data and theories pertaining to the internal and external factors which affect the learning of skills needed in academic and movement environments.
- Discuss and apply research data and theories pertaining to the social and emotional learning of students from diverse backgrounds.
- Apply concepts and principles of learning as they relate to the analysis of observed individual differences during field experiences.
- Discuss and apply research data and theories pertaining to the teaching and learning of motor skills and fitness.
- Integrate movement experiences with classroom subject matter including language arts, math, social studies, science, and the arts.
- Examine and create ways to enhance learning through the use of technology.
- Discuss and write grant proposals appropriate for funding in the public schools.
Course Evaluation:
The following assignments are due on the dates indicated:

<table>
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<th>Assessment Tools</th>
<th>Points</th>
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<tr>
<td>Problem Based Learning experiences – Paper and presentation</td>
<td>20 points – Paper = 10 points; Presentation = 10 points</td>
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<tr>
<td>Double entry journals and reflections</td>
<td>20 points – 4 papers @ 5 points each</td>
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<tr>
<td>Alternatives to Traditional PE paper</td>
<td>15 points</td>
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<tr>
<td>Grant proposal</td>
<td>10 points</td>
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<tr>
<td>Integration paper</td>
<td>15 points</td>
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<tr>
<td>Electronic portfolio and presentation</td>
<td>20 points</td>
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Grading:
90-100 points = A
80-89 points = B
70-79 points = C
60-69 points = D
Below 59 points = F

Written Assignments: The following written assignments are designed to meet the advanced studies requirements. Your writing should reflect clear, logical prose and demonstrate your ability to critically think through problem-based learning experiences.

Problem Based Learning (PBL) (20 points) – This is a cooperative learning project. Your group will be assigned to a mentor who will guide you through several issues related to the diverse, complex culture of school environments. Your mentors will be teachers, administrators, and a school board member. You will meet with your mentor and discuss specific questions and ideas related to your future role as a leader and teacher of physical education. You will write an individual coherent summary of your meeting. Additionally, as a group you will design a problem-based learning experience and implementation plan. You will share your plan with your mentor and with the class. You will be expected to make a power point presentation of your PBL.

Double entry journals (20 points) – You will be required to write 3 double entry journals that are reflective and address the assigned readings. One side of the journal will include information directly related to the readings. The other side of the journals will be reflections.

Alternatives to Traditional PE (15 points) – You will be required to write a formal written paper for the class. The paper will relate to issues addressed in the recommended readings. You will be expected to use references throughout your paper to support your premise. APA format will be required for your papers.

Development of Grant Proposal (10 points) – You will develop a grant proposal based on a relevant problem meaningful to you. The grant proposal will follow a specific format which will be given to you in class.

Integration of Concepts paper (15 points) – You will write a comprehensive paper that reflects an understanding and integration of the physical education concepts identified in the California Credential standards for Physical Education.

Development and presentation of electronic portfolio (20 points) – You will build on the materials in your portfolio and include additional materials as required specifically by this class. You will present the content on your portfolio using a power point presentation.
**Course Requirements/Student Responsibilities:**

**Absences/Attendance:** Attendance is required. Each student will be allowed one absence without penalty. For every absence over one, **5 points will be deducted** from their final grade. Every two tardies (or incomplete classes) will be considered equal to one absence. PLEASE NOTE: In specific cases related to the university such as, university athletic competition, students will be excused from class without penalty only if the following occurs:
- Notification must come prior to the scheduled absence.
- Assignments must be submitted on or prior to the regularly scheduled due date.

**Late Policy:** When attending class, please be on time, remain for the entire class period and focus on the class lecture.
- If you attend class late (arrive beyond the scheduled start time) the student will be counted late (tardy).
- If you leave class early (prior to be excused by the instructor) the student will be counted as tardy.
- If for whatever reason you were not able to attend class on time, please take a seat quietly and closest to the door.

**Late Assignments:** No late assignments will be accepted. All assignments must be submitted on (or before) the designated due date in HARD COPY. Only assignments identified by the instructor can be submitted via email and must be accompanied by a response or confirmation of receipt prior to the due assigned due date. It is the student’s responsibility to make sure they know which assignments have been identified by the instructor as assignments that can be submitted via e-mail.

**Additional policies:**
- Please turn off cell phones and other non-approved electronic devices during class meetings.
- Food and drink are allowed so long as it is not disruptive to the class.
- If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

**ACADEMIC DISHONESTY**

According to the CSUS schedule book, “The attempt by a student to cheat on an exam or other academic assignment or to engage in plagiarism is a violation of a fundamental principle of academic honesty and integrity and will not be tolerated in the University. Formal procedures exist for dealing with these cases and penalties will be imposed on students who are found guilty of academic dishonesty. In the event of expulsion, suspension or probation, a notation is made on the student’s transcript. Suspension and probation notations remain on the transcript for the life of the suspension/probation. For information, contact the office of the Vice President for Student Affairs.”

There is absolutely no negotiating for those who make the decision to cheat. You will receive an F grade in the course and I will report your name to the Department Chair, College Dean, and Vice President for Student Affairs.

Please visit the student tutorial on how not to plagiarize (http://library.csus.edu/content2.asp?pageID=353).

**Technology Requirements**

Students will need an electronic mail account and computer access to the Web. All CSUS students enrolled in one or more units can create a SacLink account for electronic mail and Internet services. Although a home computer with a high speed modem running Netscape or Internet Explorer would be beneficial, students can use the Web from one of the campus student labs.
**Required Text:**


**Recommended Readings**

**Unit I. Developmental and Fitness Concepts**

**Developmental Concepts:**


**Health Related Fitness**


**Unit II: Learning Concepts**


**Unit III: Promoting Social and Emotional Learning**


**Unit IV: Integration of Concepts**


**Unit V: Technology**


**Writing**


**Problem Based Learning**

