

**PHED 3504****SKILLS AND STRATEGIES IN INVASION GAMES**

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

**COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education

This course increases students' knowledge, skills, and strategies in invasion games including basketball, flag football, soccer, team handball, and ultimate Frisbee. Focus is on skill development in order to provide K-12 students with accurate information, demonstrations, and performance analysis.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed

practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. demonstrate proficiency in the skills and strategies in invasion games  
(*decision makers, leaders, adaptive, collaborative*)  
(Lennox, Rayfield, & Steffen, 2006; Luxbacher, 2005; Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004);
2. identify and explain rules, techniques, safety precautions, and etiquette for game play in invasion games  
(*lifelong learners, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)  
(Luxbacher, 2005; Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004);
3. discuss and demonstrate offensive and defensive strategies of invasion games  
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)  
(Lennox, Rayfield, & Steffen, 2006; Luxbacher, 2005; Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004; Werner & Almond, 1990);
4. discuss appropriate conditioning principles and perform skill and fitness oriented exercises relevant invasion games  
(*decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, reflective*)  
(Lennox, Rayfield, & Steffen, 2006; Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004; Wooten, 2003);
5. demonstrate skills and strategies in invasion games in game-like situations  
(*decision makers, leaders, adaptive, collaborative*)  
(Mielke, 2003; Mood, Musker, & Rink, 2007; Oliver, 2004; Rink, 2006); and
6. observe and assess knowledge, technique, and performance in invasion games  
(*culturally sensitive, reflective*)  
(Luxbacher, 2005; Rink, 2006; Wissel, 2004).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Texts

Mielke, D. (2003). *Soccer fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics.

Mood, D., Musker, F., & Rink, J. (2007). *Sports and recreational activities* (14th ed.). Boston: McGraw-Hill.

Oliver, J. (2004). *Basketball fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics.

### References

Lennox, J., Rayfield, J., & Steffen, B. (2006). *Soccer skills & drills: National soccer coaches association of America*. Champaign, IL: Human Kinetics.

Luxbacher, J. (2005). *Soccer: Steps to success* (3rd ed.). Champaign, IL: Human Kinetics.

Rink, J. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

Wissel, H. (2004). *Basketball: Steps to success* (2nd ed.). Champaign, IL: Human Kinetics.

Wooten, M. (2003). *Coaching basketball successfully* (2nd ed.). Champaign, IL: Human Kinetics.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework.** At the conclusion of the course students will have demonstrated achievement in the following areas of *decision makers*: analyzing skill performance of self and peers and choosing skill practice and strategies to improve performance (**Assignment 2**); *leaders*: taking responsibility for improving personal and peer skill performance through practice and completion of all activities (**Assignment 2**); *lifelong learners*: studying the psychomotor, cognitive, and affective aspects of invasion games along with the principles needed to analyze and apply physical skill adjustments in real life activities (**Assignment 1**); *adaptive*: making adjustments in individual and peer skill performance to increase success levels (**Assignment 2**); *collaborative*: working with peers to provide specific feedback and basic observational skill assessments (**Assignment 2**); *culturally sensitive*: develop an understanding of the history and cultural significance of each sport and activity (**Assignments 1, 4**); *empathetic*: develop a sensitivity to the needs of all individual learners through participation in a variety of different sports and activities (**Assignments 1, 3**); *knowledgeable*: apply experience and recent research to

acquire knowledge associated with rules, strategies, and fundamentals of each sport or activity (**Assignments 1, 3**); *proactive*: utilizing current research and theory to meet the needs of all students focusing on innovative teaching strategies (**Assignments 1, 3**); *reflective*: engage in ongoing, continuous reflection of individual and peer performance (**Assignments 3, 4**).

## Assignments

### 1. Exams (50 points each)

Students will take a mid-term and final exam that will cover assigned readings, teacher and student presentations, and in-class discussion. Exams will contain matching, multiple choice, short answer, and true/false items.

Course objectives: 2, 3, 4

### 2. Skill Assessments (40 points each)

Students will be evaluated (including self- and peer-assessment) on their individual performance, improvement, and proficiency in three sports. The assessments will be either process-product assessment or authentic assessments used in game-like situations.

Course objectives: 1, 3, 4, 5

### 3. Drill Notebooks (20 points each)

Students will complete one drill notebook for three sports with a minimum of 10 drills that can be used in teaching and/or coaching settings with future K-12 students.

Course objectives: 2

### 4. Game Observations (10 points each)

Students will attend two game performances in real-life collegiate or high school athletic settings. In addition, students must complete a one-page assignment and reflection, describing specific skills and strategies used in the games.

Course objectives: 6

## GRADING POLICY

A = 270-300 points	90-100%
B = 240-269 points	80-89%
C = 210-239 points	70-79%
D = 180-209 points	60-69%
F = less than 180 points	less than 60%

## **CLASS POLICIES**

### **Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

### **E-mail**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### **Professional Disposition**

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

### **Foliotek**

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek). This is a requirement for teaching certification/graduation.

**Work Credit**

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

**Americans with Disabilities Statement (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

**Academic Integrity and Honor Code Pledge**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

\*\* If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

**CLASS OUTLINE**

<b>Week</b>	<b>Topic</b>
<b>1</b>	Introduction to Invasion Games Soccer: Introduction
<b>2</b>	Skill Development and Strategies; Modified Game Play
<b>3</b>	Skill Development and Strategies; Modified Game Play
<b>4</b>	Skill Development and Strategies; Modified Game Play; Skill Assessment
<b>5</b>	Team Handball: Introduction; Skill Development and Strategies; Modified Game Play
<b>6</b>	Skill Development and Strategies; Modified Game Play; Skill Assessment
<b>7</b>	Ultimate Frisbee: Introduction; Skill Development and Strategies; Modified Game Play
<b>8</b>	Skill Development and Strategies; Modified Game Play; Skill Assessment
<b>9</b>	Mid-Term Exam; Flag Football: Introduction
<b>10</b>	Skill Development and Strategies; Modified Game Play
<b>11</b>	Skill Development and Strategies; Modified Game Play; Skill Assessment
<b>12</b>	Skill Development and Strategies; Modified Game Play; Skill Assessment
<b>13</b>	Basketball: Introduction; Skill Development and Strategies; Modified Game Play
<b>14</b>	Skill Development and Strategies; Modified Game Play
<b>15</b>	Skill Development and Strategies; Modified Game Play; Skill Assessment
<b>16</b>	Final Exam