



**FALL 2024**

**Department of Kinesiology & Physical Education - EDKP-217 section 001/002**

**Track and Field/Cross country (3 Credits)**

**General Information:**

*Instructor:* Jessica Mocella,

*E-mail:* [Jessica.mocella@mcgill.ca](mailto:Jessica.mocella@mcgill.ca)

*Class meeting time:* Currie Gymnasium section 001: Monday/Wednesday, 10:05am-11:55am and Tuesday/Thursday, 8:05 am to 9:55am Section 002 Monday/Wednesday, 8:05 am to 9:55am, Tuesday/Thursday 10:05am-11:55am.

Please NOTE: As of Sept the week of Sept 23<sup>rd</sup>, morning classes will be start at 8:35am

Office hours: Tuesday: 12:00-1:00 Open door policy: When my door is open please drop in!

**Course Description:** This course offers a unique opportunity to explore all 3 physical education competencies. Through carefully selected activities, students will engage and apply concepts related to the frameworks of evaluation within the Quebec education plan.

Activity selection will compliment the following physical education competencies

**Competency 1:** To perform movement skills in different physical education settings

**Competency 3:** To adopt a healthy active lifestyle

**Course objectives:** At the completion of this course, students will be able to

- Communicate and describe a variety of activities for skill development for each track and field discipline
- Apply the evaluation criteria within the QEP to assess and promote skill development
- Communicate goal setting and personalized approaches toward goal attainment
- Understand and apply the sport education model

**Professional Teaching Competencies**

**Methods of Evaluation and Learning Activities**














**Explanatory Video:** In pairs, students must create an explanatory video for each event. Clarity and effective demonstrations are necessary for effective teaching and learning.

**SMART Goal Setting:** Individually, students will measure their cardiovascular fitness level and strategically plan a course of action toward accomplishing a specific outcome targeting competency 3 end of cycle standard (20-30 mins of sustained activity). Various technology to track progress are utilized and documented through the creation of this personal blog. Motivation and Self-efficacy are targeted research areas within this personal project. Students are required to select research to support their understanding of these concepts and integrate them into their understanding and progress toward their goal.

**Practical Peer Teaching:** Individually, students will teach a specific event and apply appropriate progressions of learning. Methods of evaluation for this task target lesson planning and presentation of content, lesson delivery, organization and management of students and materials, safety procedures, and methods of data collection.

**Mini class activities:** Students collaborate to solve a problem on a specific topic. Solutions are posted online. Knowledge building is supported by peer feedback and dialogue.

#### Targeted Professional Competencies within EDKP 217

												
PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8	PC9	PC10	PC11	PC12	PC13
✓	✓	✓	✓	✓	✓	✓	✓				✓	

#### Methods of instruction:

Individual projects and reflections  
Group Projects and reflections  
Teaching opportunities

#### Assignments and Evaluation:

Mini in class activities (individual and in teams)	10%
Explanatory Video	25%
Digital smart goal document (individual)	30%
Peer teaching	(25%)
Behaviour, Attitude, and Participation (individual)	10%

#### Additional Information

**Attendance policy:** In order to better equip students with the professional behaviours required as a teacher, the following must be respected. **Student may miss a total of 2 classes.** If you are not feeling well, use the allotted (missed days) or have a doctor's note available. **Doctor's notes must be dated and provided no more than 3 days after your absence.**

Arriving more than 15 mins late will be considered an absence.

**Due to The frequent absences in the past, the following will apply to peer teaching.**  
**“Unless excused by a valid doctors note or a signed attestation by a varsity coach for an exterior competition, ANY student absent from class during peer teaching will lose 5% from their peer teaching grade. Tow absences during this time will result in a 10% lose etc...”**

Please note that there will be no changes to the dates and times that this course section is offered without the written permission of the Undergraduate Program Director. You are required to attend the course section that you have been assigned to

**The work submitted for this assessment is expected to be your own. The use of technologies such as ChatGPT are prohibited and will be considered a violation of the Code of Student Conduct.**

Please note that each student will always be assessed on content, grammar, coherence, clarity, and writing techniques as this evaluation procedure will assist you in the development of MEES Core Professional Competency 2 for Teachers in Training.

**Caveat:**

Once you have submitted an assignment, it will be considered a final submission. No additional submissions will be accepted. Assignments should be submitted at the specified time or a 5% penalty per day will be applied. Students having difficulty completing assignments should notify the instructor prior to the submission date. Late assignments surpassing 5 days (including weekends) will be counted as a zero. If you perceive that you will miss a deadline. You must communicate with the instructor at least a week prior to submission date and two weeks prior to the submission of your smart goal. Acceptability for missing an assignment may be limited to medical and personal emergencies, and will be evaluated on a case-by-case basis.

**The Faculty of Education has enacted, effective Summer 2020, the “*McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates*” Please familiarize yourself with these policies.**

<https://www.mcgill.ca/isa/student/principles>

**McGill University Policy on Academic Integrity, Written Work,  
& Accommodation of Religious Holy Days**

*McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offenses under the Code of Student Conduct and Disciplinary Procedures (see website link below for more information).*

*L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le lien ci-dessous)*

<https://www.mcgill.ca/students/srr/academicrights/integrity>

**In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.”** (Approved by Senate on 21 January 2009) (not applicable to courses in which acquiring proficiency in a language is one of the objectives) **Les étudiants peuvent écrire et présenter tous les travaux et examens en français.**

**Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict.** Possible solutions include: a) rescheduling the evaluation, or b) preparing an alternative evaluation for that particular student, or c) shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation. When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean, who may request official documentation confirming the student's religious affiliation. The Associate Dean will convey the decision to the instructor and student.

University Grading Scale  
*(a grade of C or better is needed to fulfill program requirements)*

<u>Letter Grades</u>	<u>Percentages</u>
A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
D	50-54
F (fail)	0-49