

**Department of Kinesiology & Physical Education - EDKP-225-001/002**

**Games: Principles and Practice 2 (2 Credits)  
Fall 2018**

**General Information:**

*Instructor:* Jessica Mocella

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*Office hours:* Tuesday / Thursday from 12:00-1:00 pm

Section 001: Monday 3:05-4:55 Friday 8:05-9:55

Section 001: Wednesday: 3:05-4:55 Friday 10:05-11:55

Location: Monday/Wednesday (FIELDHOUSE)

Friday: Currie 124/1 (GYM)

**Course Description:** This is a practical course (**attendance is required**) that will allow students' to develop a theoretical understanding and practical experience in the use of high school games, develop tactical understanding, technical ability, game sense and social skills.

We will explore how carefully selected games can be applied to the curricular model of sport education. Which will help students develop a sense of autonomy and reflection.

Students will actively participate in a variety of different sport situation to experience how to engage students in an indirect teaching approach. Various different teaching methods will be considered but the emphasis will be placed on the **Sport education curricular model**. The students will also be introduced to the Quebec education program (QEP) at the high school level, with emphasis placed on:

- Competency 2 (Interacts with others in different physical activity settings)

Connections will also be made to the twelve core professional teaching competencies.

Students will develop, demonstrate and be assessed on:

**COMPETENCY 1**

To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.

**COMPETENCY 2**

To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

**COMPETENCY 3**

To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

## **COMPETENCY 4**

To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

**Learning Outcomes:** At the completion of this course, students will be to:

- Define what is the sport education model
- Demonstrate understanding of this model through its integration in teaching and learning situations
- Be able to select tactics and strategies for various games and integrate them into a unit plan (LES)
- Be able to identify and execute roles in an efficient and fair manner
- Be able to effectively communicate the intention of their unit plan and provide an example

**For additional information on the sport education model please take a look at the following texts**

- Siedentop, D, Hasties, ., & Van Der Mars, H. (2011). *Complete Guide to Sport Education* (2<sup>nd</sup> ed). Champaign, IL: Human Kinetics
- Mitchell, S., Oslin, J., & Griffin, L. (2006). *Teaching Sport Concepts and Skill: A Tactical Games Approach* (2<sup>nd</sup> ed). Champaign, IL: Human

### **Assignments and Evaluation:**

**20% peer teaching**

**25% Modified Learning and Evaluation System LES**

**10% LES presentation**

**15% tournament organization**

**20% Research paper**

**5% Attitude, behavior, participation**

**5% Jennifer Wall address November 23<sup>rd</sup>**

All assignments must be: typed (Times New Roman 12 point font, text double spaced, 1 inch margins on all sides), stapled when submitted, have a title page, and referenced properly (including internet items). **All assignments are due at the start of class unless otherwise stated.**

The format for assignment structure and preparation will be from the 6<sup>th</sup> edition of Publication Manual (American Psychological Association, 2009).

**Please note that each student will be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist you in the development of Exit**

**Caveat:**

This is one of your mandatory professional courses and as such students are expected to attend every class. Every student is permitted to have two class absences without requiring a make-up assignment. However, **three unexcused absences** will result in a make-up assignment that will be 5 pages in length. It is a research-based assignment that will involve gathering additional information about a specific topic. The assignment will be evaluated as a pass or a fail. The assignments are due one week after the missed class. Failure to hand in the assignment will result in a penalty of 7% off of your final course grade. Additionally, each class missed after 4 total absences (classes) will result in a penalty of 10% subtracted from your final course grade per missed class. At the start of each class you are expected to sign the attendance sheet. **If you miss the sign in and I cannot verify your attendance, it will automatically be considered a missed class.**

**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...” Thus, the 2 absences allotted during the semester do not apply to peer teaching.”**

You are required to attend the course section that you have been assigned to

\*\* The course is on MyCourses. You are required to regularly check MyCourses for course updates and information\*\*.

\*\* To protect your privacy, the Faculty of Education will only reply to you at your official e-mail address at McGill. Please be sure that you check your McGill e-mail on a regular basis\*\*.

**McGill University Policy on Academic Integrity, Written Work,  
and 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 offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity/> 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 site (<http://www.mcgill.ca/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)*

**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.