



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

Games: Principles and Practice 2 (3 Credits)

General Information:

Instructor: Jessica Mocella

Class time: Section 001: Monday 3:05-4:25pm and Friday 8:35-9:55am

Section 002: Wednesday 3:05-4:25 pm and Friday 10:05-11:25 am

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Office hours: Friday 11:15am-12:15pm via zoom: <https://mcgill.zoom.us/j/95840038360>

Course Description: This course will allow students to develop a theoretical and practical understanding about various sports and their application for high school while applying the frameworks for evaluation within the Quebec curriculum. Throughout this course, students will explore how carefully selected games can be applied to the sport education curricular model and examine how this approach effects student involvement in activity. Students will develop a sense of autonomy and self-reflection through principles of self-regulated learning.

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)**

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

- Define and Understand the sport education model
- Demonstrate and understand the sport education model through its integration in teaching and learning situations
- Select tactics and strategies for various games and integrate them into a unit plan (LES)
- Identify and apply specific roles associated to various sports
- Effectively communicate and provide examples of their unit plan

Course Format: Game principles and Practice 2 has been adapted for remote delivery. This course is entirely online through asynchronous delivery with weekly check-in points which are highly recommended.

For information about 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* (2nd ed). Champaign, IL: Human Kinetics

- Mitchell, S., Oslin, J., & Griffin, L. (2006). *Teaching Sport Concepts and Skill: A Tactical Games Approach* (2nd ed). Champaign, IL: Human

Instructional method:

Discussions and reflections through various forums
Video presentations
Emphasis on team work through group assignments

Assignments and Evaluations:

Research paper 15%
Online assignments and discussions 50%
Modified LES (Unit) 20%
Tournament organization 15%

Additional Information

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.

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

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. Email response: you can expect an email reply with 24-48 hours during the work week.

Please note that you will be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist in the development of your professional Professional competency #2

Caveat:

A missed test / assignment will result in a grade of *zero* for that evaluation. Students expecting to miss an assignment / test must contact the instructor as soon as possible, provide documentation to support the reason for absence, and be given permission to miss the assignment. Acceptability for missing an assignment may be limited to medical and personal emergencies, but 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, 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.

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

