



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

Games: Principles and Practice 2 (3 Credits)

General Information:

Instructor: Michael Creamer

Office # 211A

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Office hours: Office hours: Wednesday: 1:00-2:00pm Open door policy: When my door is open please drop in!

Class meeting time: Section 001: Monday 3:05pm-4:25pm and Friday 8:35am-9:55am, Section 002: Wednesday 3:05pm-4:25pm and Friday 10:05 am-11:25 am.

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)**

Special emphasis will be placed on 5 of the **13 Core Professional Competencies** required by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

Instructional method:

Discussions and reflections through various forums
Emphasis on teamwork through group assignments
Individual application of skills

Assignments and Evaluations:

Participation (10 %)
Tournament organization (10%) and execution (10%)
LES Presentation (10%)

LES Document (20%)
 Peer Teaching and Reflection (20%)
 Research Paper (20%)

Course Specific Application of Professional Competencies



Department of Kinesiology and Physical Education

Methods of Evaluation and Learning Activities

Practical Peer Teaching: Individually, students will teach a specific activity or skill 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.

Peer Teaching Reflection: Individually, Students will reflect on their peer teaching act. With the help of feedback from the instructor and the grading rubric, students produce a document identifying solutions to areas requiring improvement and identifies areas of mastery.

Tournament Organization and Planning: Students will work as a team to plan and implement a culminating event for their selected activity. Students will be assessed on their collaboration, planning and execution of the event.

Learning and Evaluation Situation: Students will collaborate to plan a comprehensive LES for a chosen sport, demonstrating their knowledge of the Sport Education Model.

Targeted Professional Competencies within EDKP 225

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

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 will be delivered in person. Students are responsible for attending their registered section

For information about the sport education model please take a look at the following texts (not required)

- 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

Attendance policy:

No late assignments accepted

Three unexcused absences resulting in more than 270 minutes may result in a 'F' for this course

Classes end: December 5th

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. Two absences during this time will result in a 10% lose etc..."

Furthermore:

All written assignments should adhere to APA format and must be typed (Times New Roman, 12-point font, double-spaced, 1 -inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items).

Please consult the library website and content on MyCourses for guidance in literature searches, citation management software, and APA format:

<https://flash1r.apa.org/apastyle/basics/index.htm>

Caveat:

Attendance for all assigned matters is mandatory. 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.

All written assignments must be typed (Times New Roman, 12 point font, double spaced, 1 inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items). The format for paper structure and preparation will be from the 6th edition of Publication Manual (American Psychological Association, 2009). Please consult the library website for guidance in literature searches, citation management software and APA format:

<https://flash1r.apa.org/apastyle/basics/index.htm>

Please note that each student will be always be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist you in the development of Exit Competency #2.

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 offences under the Code of Student Conduct and Disciplinary Procedures .

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 telle 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) (not applicable to courses in which acquiring proficiency in a language is one of the objectives) **Les étudiants peuvent écrire et présenter tous les examens et travaux 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.

Current Covid Protocols:

This course includes in-person teaching and learning activities. As of Fall 2022, the previous Covid accommodation will no longer be available. This change in policy has been implemented across the University.

Masks will no longer be required during class activities. However, it is still strongly recommended that you wear one. If you have been exposed to someone who has tested positive or is symptomatic, you should wear a mask to class. For additional information please see the following site: (<https://www.mcgill.ca/coronavirus/self-evaluation-form>).

Please note that everyone has different sentiments toward mask wearing. Please feel comfortable exercising your judgment and preference and be respectful to others.

CLASS PARTICIPATION RUBRIC

Name:

	Criteria				Points
	5	4	3	2	
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time.	Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time.	Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time.	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.	—
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	—
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	—
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	—
Instructor Comments:				Total 20 pts. total	—