



Hannibal-LaGrange University

2800 Palmyra Road • Hannibal, MO 63401 • 573-221-3675 • www.hlg.edu

The mission of Hannibal-LaGrange University is to provide an excellent education in both liberal arts and professional disciplines in a distinctively Christian environment that integrates Christian faith and learning in preparing graduates for personal and career effectiveness.

For the Lord gives wisdom; from his mouth come knowledge and understanding.
Proverbs 2:6

EED 331 - Integrating Health & Physical Education in El. Classrooms
1 Credit Hour

Spring 2021

Instructor Contact Information

Mr. Dan Hurst, Assistant Professor
Office: Mabee Sports Complex Room 217
Office Hours: MWF 11am- 12 pm, 1 pm- 2 pm
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Course Description:

This course examines the methodology for the integration of health and physical education into the early childhood and elementary school curricula. Age and grade appropriate methods, materials, activities and assessment will be introduced through practical applications, which are based on current research.

Prerequisite: Admission to the Teacher Education Program.

Course Offered: 1st 5 weeks, Spring Semester at the Hannibal campus.

Mode of Delivery: In seat, class meets on Tuesday and Thursday from 8:00 am-9:15 am in Room 215 of the Burt Administration Building.

Required Text(s) and Material(s): No required textbook. .

Course Learning Objectives

1. Teacher Education Candidates will demonstrate competence in teaching and learning.
2. Teacher Education Candidates will demonstrate competence in addressing the needs of all learners.
3. Teacher Education Candidates will demonstrate knowledge of their subject matter.

In conjunction with the HLGU Education Division's purpose of preparing teachers to become reflective decision makers and to use knowledge for service, and the Knowledge Base adopted by the HLGU Education Division, the objectives for EED 331 fall into the following categories:

I. Teaching and Learning

The Pre-service Teacher will

- select developmentally appropriate activities for early childhood and elementary children (MoSPE 1)
- explore the importance of health and physical education as an integral part of the elementary curriculum and the development of the elementary age child. (MoSPE 2)
- examine and develop multiple methods of integrating health and physical education into classroom curriculum. (MoSPE 5)
- demonstrate methods of instruction that stress the importance of safety in all lessons. (MoSPE 1)

II. Subject Matter

The Pre-service Teacher will:

- demonstrate conceptual understanding of motor skills (MoSPE 3)
- be familiar with growth patterns and development of children (MoSPE 2)
- know and identify the Show Me Standards for the instructional areas of health and physical education (MoSPE 3)

III. Learners

The Pre-service Teacher will:

- create a resource unit containing appropriate physical activities designed to be implemented in a classroom setting for early childhood and elementary children (MoSPE 1)
- create instructional opportunities that enhance learning and success to meet student's needs. Adaptations and modifications for diverse learners will be present in all lessons. (MoSPE 2)
- develop a personal philosophy for teaching health and physical education for the elementary age student. (MoSPE 8)
- develop, demonstrate, and teach physical education activities that engage active learning and skill performance. (MoSPE 1)

COURSE POLICIES:

Academic Integrity: Students are responsible for upholding the HLGU Honor Code. Cheating, plagiarism, or other violations of the Honor Code will not be tolerated. Consequences for Honor Code violations are outlined in the HLGU Student Handbook at <http://www.hlg.edu/campuslife/downloads/student-handbook.pdf>. Students who are placed on probation or suspension or who have been dismissed may appeal by following the procedures as outlined in the HLGU Student Handbook.

Attendance: To receive the most benefit from course work, students are expected to attend all class sessions, unless prior arrangements have been made with the instructor. Students will be responsible for contacting the instructor concerning any materials covered and all assignments made in class session. 5 points will be deducted from total points earned for each unexcused absence. Three times tardy will equal one absence. Assignments will be penalized 5 points for each day late (**automatically**). Work that is due on the date of an excused absence must be turned in before the absence. Because of the activity nature of the class, 5 points will be deducted for non-participation in activities where peers are presenting lessons. Students should be prepared for physical activity. Appropriate clothing should be worn.

Grading: Semester grades will be based on points earned throughout the semester. **Tests and quizzes will be included in the point total.**

Grading Scale:

Grade	Percentage		
A+	100-99	C	76-73
A	98-93	C-	72-70
A-	92-90	D+	69-67
B+	89-87	D	66-63
B	86-83	D-	62-60
B-	82-80	F	59-0
C+	79-77		

Engagement Policy (for remote students):

For students who are unable to attend class sessions, they will complete an engagement activity related to the material covered in class. This activity will be administered through Canvas at the discretion of the instructor (*i.e., they may take a variety of forms adequate to cover and make-up for the missed class time*).

If a student fails to complete the engagement activity, it will be recorded as an unexcused absence for the class period. As a result, the remote student will be held to the same attendance policy expectations as students who are in-seat (*see Attendance Requirements above*).

Social Distancing Policy Due to the physical participation structure of the class there may occur brief times when students are in close range or in contact with another student. The instructor will attempt to monitor the activities and intercede if necessary and make every effort to ensure the students feel safe inside the classroom. Students will be allowed to wear masks during class if they so choose.

Shelter in Place Policy: In the event that the semester is cut short due to shelter-in-place orders, the following course completion policy will take effect. All course lessons will be transferred to a virtual platform and will still correspond to the dates and times listed on the course map. Assignments, quizzes, and exams will be administered via the Canvas platform where possible. The professor reserves the right to alter these requirements, but will do so with the intent of benefitting the student rather than creating additional burdens for the successful completion of the semester.

Virtual Learning Day Policy: When HLGU announces a Virtual Learning Day due to inclement weather, I will communicate with you via Canvas about the required learning material for the day. Working through the required learning material can be done at any time on a Virtual Learning Day. There is not an expectation of synchronous instruction via Zoom for this class. Students are expected to check Canvas for updates and complete the work before attending the next in-person class session.

Late or Missing Assignments: Late or missing assignments must still be turned in and will be penalized unless excused ahead of time by the instructor. Tests or presentations will be made up at the discretion of the instructor.

Note for Students with Disabilities: If you have a special need, as addressed by the *Rehabilitation Act of 1973, Section 504*, please notify the instructor at the beginning of the course. In order for reasonable accommodations to be provided, the student must provide appropriate documentation to the disability services coordinator, Academic and Career Services Office, Woodrow W. Burt Administration Building, 2nd Floor, 573-629-301

Course Assignments

- develop a personal philosophy for teaching health and physical education for the elementary age student. (MoSPE 8)
- develop, demonstrate, and teach physical education activities that engage active learning and skill performance. (MoSPE 1)
- create instructional opportunities that enhance learning and success to meet student's needs. Adaptations and modifications for diverse learners will be present in all lessons. (MoSPE 2)
- create a resource unit containing appropriate physical activities designed to be implemented in a classroom setting for early childhood and elementary children (MoSPE 1)

Course Outline

January 19 – Introduction	February 4 – Activity Lessons
January 21 – PPT	February 9 – Activity Lessons
January 26 – PPT	February 11 – Activity Lessons
January 28 – PPT	February 16 – Activity Lessons
February 2 – PPT	February 18 – Make Up/ Wrap Up

