The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.

1. **Course Prefix and Number:** PET 4823  
   **Credit Hours:** 2

2. **Course Title:** Sport Skill Proficiency

3. **Instructor(s):** TBA

4. **Course Prerequisites:** Admission into the undergraduate physical education teacher education program.

5. **Course Description:** This lab course is designed to assist students in becoming proficient in and acquiring a foundation of the fundamental physical skills necessary to participate in and teach a variety of individual and team sports. Includes skill progression, strategies, and assessment of net, target, and invasion games.

6. **Course Goals and Objectives:**  
   As a result of successful completion of this course, students will be able to:  
   a. Demonstrate effectively critical skills in net/target/invasion games included in the course (AP 1.f, 5.f; FLCS 4.3, 4.4, 5.4; NASPE 1.5, 2.1).  
   b. State and apply games rules related to the different net/target/invasion games included in the course (AP 1.f, 5.f; FLCS 4.3, 4.4, 5.4; NASPE 1.5, 2.1).  
   c. Identify and use critical strategies related to each net/target/invasion game included in the course (AP 1.f, 5.f; FLCS 4.3, 4.4, 5.4; NASPE 1.5, 2.1).  
   d. Select and administer appropriate, valid and reliable skill tests to peers (AP 4.c; FLCS 8.3; NASPE 5.1, 5.2).  
   e. Utilize rubrics as part of student assessment and apply examples of authentic assessment (AP 4.c; FLCS 8.3; NASPE 5.2).  
   f. Interpret results of skills tests (AP 4.a; CF 8.3; NASPE 5.3).

7. **Content Outline**  
   Locomotor/Traveling Skills  
   Chasing, Fleeing, Dodging  
   Throwing  
   Catching  
   Kicking  
   Punting  
   Volleying  
   Dribbling
Striking with Rackets and Paddles
Striking with Long Handled Implements
Jumping and Jumping Rope
Skills in Game Context
  Invasion Games
  Net Games
  Target Games
Critical strategies used in individual and team sport play
Evaluation of skills using rubrics, authentic assessment, and existing skill tests
Skill Testing and interpreting Skill Testing Data

**Weekly Schedule of Topics**

This is a lab class that meets 2 times each week for one hour and 40 minutes. Part of each class will be conducted in the classroom and part of each class will be in the gym or on the playing fields and courts.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Assignments Given</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Traveling skills</td>
<td>Reading</td>
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<tr>
<td>Week 2</td>
<td>Chasing, Fleeing, Dodging</td>
<td>Reading</td>
</tr>
<tr>
<td>Week 3</td>
<td>Throwing, Skills testing, Evaluation of skills using rubrics, authentic assessment, and existing skill tests</td>
<td>Reading</td>
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<tr>
<td>Week 4</td>
<td>Catching, Skills Testing &amp; analyzing testing data</td>
<td>Reading</td>
</tr>
<tr>
<td>Week 5</td>
<td>Kicking, Target Games</td>
<td>Reading, Skills Test 1</td>
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<td>Week 6</td>
<td>Punting</td>
<td>Reading</td>
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<tr>
<td>Week 7</td>
<td>Volleying</td>
<td>Reading</td>
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<tr>
<td>Week 8</td>
<td>Dribbling</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Week 9</td>
<td>Invasion Games</td>
<td>Reading</td>
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<td>Week 10</td>
<td>Net Games</td>
<td>Reading, Skills Test 2</td>
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<td>Week 11</td>
<td>Striking with Rackets and Paddles</td>
<td>Reading</td>
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<tr>
<td>Week 12</td>
<td>Skill Testing and interpreting Skill Testing Data, Striking with Rackets and Paddles</td>
<td>Reading</td>
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<tr>
<td>Week 13</td>
<td>Striking with Long Handled Implements</td>
<td>Reading</td>
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<tr>
<td>Week 14</td>
<td>Critical strategies used in individual and team sport play, Striking with Long Handled Implements</td>
<td>Reading</td>
</tr>
<tr>
<td>Week 15</td>
<td>Critical strategies used in individual and team sport play</td>
<td>Exam 2, Skills Test 3</td>
</tr>
</tbody>
</table>

8. **Evaluation of Student Outcomes:**

Students will be evaluated by means of skill tests, assignments and projects completed, including:

a. Completion of all skill tests at a proficiency rate of 80% (15 skill tests, each 10 points = 150 points total).
b. Content knowledge tests (Two knowledge tests, each 25 points = 50 points total).
c. Administration of skills tests (Provide administration of skill rubric data and interpretation of results for five skills, 10 points each = 50 total points). **Skill Evaluation**—Students will administer basic skills tests covered in class. They
will be in charge of set up, administration, compilation, and interpretation of results.

Skills Tests 150 Points (AP 1.f, 5.f; FLCS 4.3, 4.4, 5.4; NASPE 1.5, 2.1)

Skill Knowledge Tests 50 Points (AP 1.f, 5.f; FLCS 4.3, 4.4, 5.4; NASPE 1.5, 2.1)

Test Administration 50 Points (AP 4.a; FLCS 8.3; NASPE 5.2, 5.3).

Total 250 Points

All assignments are to be word-processed. No hand written work will be accepted (except work completed in class).

You may be physically active in this course and are responsible for wearing appropriate clothing and footwear when needed.

Attendance, punctuality, and participation are mandatory. Participants’ contributions will become part of the course content both during presentations and discussions. **For every class missed after the first absence, students will be penalized 4 points from the course total.** (If more than 2 absences, the course will need to be repeated). If tardy or leaving class early, 2 points per incident will be lost from the final course total. If more than 30 minutes of any class is lost due to a tardy or by leaving class early, it will be recorded as an absence. It is the student’s responsibility to make up content, experiences, or assignments missed although it will not excuse points lost. Changes in the calendar are possible. Be sure to check for any announcements regarding changes with a class member. **No class will be excused for any reason other than involvement in University-sponsored activities or religious holidays (missed work must be completed/made up).** You must use your excused absence for sickness, emergencies, etc. Extended illnesses/emergencies will be handled on an individual basis.

Students are expected to follow all guidelines provided in the School’s *Student Handbook on Professional Behavior and Ethical Conduct*. Also, in accordance with University guidelines, academic misconduct will not be accepted. Information regarding what constitutes academic misconduct is available in the *University Student Handbook*, along with guidelines for due process if you need to respond to academic misconduct charges.

### 9. Grading Criteria:

- **A+** = 97.5 – 100,
- **A** = 93.5 – 97.49,
- **A-** = 90 – 93.49,
- **B+** = 87.5 – 89.99,
- **B** = 83.5 – 87.49,
- **B-** = 80 – 83.49,
- **C+** = 77.5 – 79.99,
- **C** = 73.5 – 77.49,
- **C-** = 70 – 73.49,
- **D+** = 67.5 – 69.99,
- **D** = 63.5 – 67.49,
- **D-** = 60 – 63.49

*Note: A minimum grade of C- must be achieved to continue in the Physical Education Teacher Education Program.*

### 10. Textbooks and Readings:


11. Academic Dishonesty:
“Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.”

“Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course.”

12. Detection of Plagiarism:
It is very important to state in your syllabus that you plan to submit student assignments to SafeAssignment.com in order to detect plagiarism. This will give you the legal right to submit student assignments to SafeAssignment.com. If you plan to submit assignments to Safe Assignment, use the statement below:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

13. Web Portal Information:
Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: http://www.acomp.usf.edu/portal.htm.

14. ADA Statement:
Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation

15. USF Policy on Religious Observances:
“Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.”
ATTACHMENT I

This section is to be completed on a separate page(s) and is for the College of Education files only.

Course Prefix and Number: PET 4823
Course Name: Sport Skill Proficiency
Credit Hours: 2

Briefly describe the following:

- The nature and duration of any field-based experiences.

Field experiences associated with this course are not conducted in schools but only on campus using the gyms, courts, and playing fields available. The nature of the weekly labs is for instruction and practice of specific skills in order for students to demonstrate skill competencies.

- Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.

It is not the intention of this course to develop instructional skills in undergraduate students but to have students practice and refine their own personal skills. However students will through the process of development and refinement of skills participate in assessment and peer review of the skills being learned. Students will use a variety of assessment tools to observe and record assessment data on peers. Data will then be analyzed in order to provide recommendations for continued practice and skill development.

- Activities that assess the impact on pk-12 student learning.

Assessing the impact on PK - 12 student learning is not a focus of this course.

- Any components of the course that prepares teacher candidates in the use of technology in instruction and record-keeping.

Students will be asked to use a variety of assessment tools including some technology based tools to record assessment data including but not limited to computers, iPads, and a variety of different apps.

- Any components of the course designed to prepare teacher candidates to help pk-12 students achieve the Sunshine State Standards?

This is not a focus of the course.

- How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. (“All students” includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins, and achievement levels.)

The range of skill levels among university students will provide an opportunity for discussions about applying skill development strategies and content to a range of skill diversities.