



**Fayetteville State University**  
**School of Education**  
**Department of Health, Physical Education and Human Services**

Undergraduate

**1. LOCATOR INFORMATION**

Semester	
Credit Hours	3
Course Number and Name	PEDU 351-Football Theory
Course Location & Meeting Time	
Office Hours	
Instructor	
Office Location	
Office Telephone	
e-mail	

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**2. COURSE DESCRIPTION**

An exploration of theories of football, with additional emphasis on organization and supervision of programs, motivation, evaluation, ethics, philosophy, planning, drills, and offensive and defensive skills.

**3. TEXTBOOK**

Krause, Jerry. Winning Edge Series: Basketball. Boston, McGraw-Hill, 1999.

**4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

**5. COURSE GOALS AND OBJECTIVES:**

The desired objectives of PEDU 351 are:

1. To condition athletes properly for each sport.
2. To identify and relate basic medical and safety information pertaining to athletic coaching.
3. To identify basic psychological, sociological and physiological principles of coaching.
4. To motivate athletes toward immediate and long-range goals.
5. To integrate athletics with the total educational program.
6. To identify desirable leadership traits and how to structure experiences to develop them.
7. To identify and utilize procedures to maintain emotional stability under stress.
8. To identify and use principles involved in the fundamental skills of teaching and coaching.
9. To identify and utilize the specific skills, techniques, and rules of the game.

## 6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Physical Education Standards	NCATE Standard(s)	Assessment(s)
X	<b>1. Physical education teachers understand physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge.</b>	Content Knowledge	
X	Indicator 1: Identify elements of motor skills performance, and combine motor skills into developmentally appropriate sequences.	Content Knowledge	On-court basketball skills assessment.
	Indicator 2: Demonstrate motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study, <i>Healthful Living, K-12</i> (Physical Education component.)	Content Knowledge	
	Indicator 3: Describe performance concepts and strategies related to skillful movement and physical activity.	Content Knowledge	
	Indicator 4: Describe and apply bioscience and psycho-social concepts to skillful movement, physical activity, and fitness.	Pedagogical Content Knowledge	
X	Indicator 5: Understand and debate current physical education/activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives.	Content Knowledge Pedagogical Content Knowledge	Power point presentations of historical moments in basketball.
	Indicator 6: Demonstrate knowledge of approved local, state, and national content standards (e.g. Physical Education, K-12).	Professional Pedagogical Content Knowledge Student Learning	
	Indicator 7: Demonstrate knowledge of principles related to organization and administration of physical education programs.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>2. A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development. The focus of this standard is application of growth and development concepts to specific teaching experiences.</b>		
	Indicator 1: Monitor individual and group performance in order to ensure safe instruction that meets learner developmental needs in the physical, cognitive, and	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	

	social/emotional domains.	Learning	
	Indicator 2: Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Identify, select, and implement developmentally appropriate learning/ practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	<b>3. A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 1: Use managerial routines that create productive learning experiences and environments.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Develop a philosophy of coaching.
	Indicator 2: Organize, allocate, and manage resources to provide active and equitable learning experiences.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
X	Indicator 3: Use a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Develop a strategic teaching outline.
	Indicator 4: Use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.		
	Indicator 5: Develop effective behavior management strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>4. A physical education teacher uses knowledge of effective verbal, nonverbal,</b>	Professional Pedagogical Content Knowledge	

X	<b>and multi-media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior.</b>	Dispositions for All Candidates Student Learning	
X	Indicator 1: Physical education teachers communicate in ways that demonstrate sensitivity to all learners.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Student oral presentations.
	Indicator 2: Physical education teachers communicate managerial and instructional information in a variety of ways.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Describe and demonstrate effective communication skills.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 4: Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	<b>5. A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards (e.g., Physical Education, K-12). This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.</b>	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 1: Identify, develop, and implement developmentally appropriate program and instructional goals.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 2: Create developmentally appropriate short and long-term plans that are linked to program goals, learner needs, and performance levels.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 3: Select and implement instructional strategies, based on content, learner needs, facilities and equipment,	Professional Pedagogical Content Knowledge Dispositions for All	

	context, and safety issues, to enhance learning in the physical activity setting.	Candidates Student Learning	
	Indicator 4: Design and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 5: Apply pedagogical and sub-disciplinary knowledge in developing and implementing effective learning environments and experiences.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
	Indicator 6: Provide learning experiences that allow learners to integrate knowledge and skills from multiple content areas.		
	Indicator 7: Select and utilize teaching resources and curriculum materials.		
	Indicator 8: Select developmentally appropriate instructional cues and prompts to link physical education/activity concepts to appropriate learning experiences.		
	Indicator 9: Develop a repertoire of direct and indirect instructional strategies to accommodate student learning in movement settings.		
	<b>6. A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.</b>		
	Indicator 1: Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias		
	Indicator 2: Use a variety of appropriate authentic and traditional assessment techniques to assess learner performance, provide feedback, and communicate learner progress.		
	Indicator 3: Involve learners in self and peer assessment.		
	Indicator 4: Interpret and use performance data to make informed curricular and instructional decisions.		
	<b>7. A physical education teacher uses a variety of technologies to enhance</b>		

	<b>learning, as well as personal and professional productivity.</b>		
	Indicator 1: Demonstrate knowledge of current technologies and their application in physical education.		
	Indicator 2: Design, develop, and implement learning activities that integrate information technology.		
	Indicator 3: Use technologies to communicate, network, locate resources, and enhance continuing professional development.		
	<b>8. A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.</b>		
	Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths/weaknesses, multiple needs, learning styles, and/or experiences of learners.		
	Indicator 2: Identify and/or use appropriate strategies, services, and resources to meet diverse needs of all learners.		
	Indicator 3: Create a learning environment that respects and incorporates learners' cultural experiences.		
	<b>9. A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and fellow professionals) and seeks opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates.</b>		
	Indicator 1: Apply the five-step NC Performance-Based Licensure Product reflection cycle to reflect on teacher candidates' actions and learner responses in order to improve instruction and enhance learning.		
	Indicator 2: Use available resources to develop as a physical education professional.		
	Indicator 3: Construct a plan for continued professional growth.		
	<b>10. A physical education teacher fosters relationships with colleagues, parents/guardians, and community</b>		

	<p><b>agencies to support learners' growth and well-being. This standard also encourages teacher candidates to seek opportunities to promote and advocate for quality physical education.</b></p> <p>Indicator 1: Pursue productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.</p>		
	<p>Indicator 2: Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.</p>		
	<p>Indicator 3: Actively participate in physical education/activity professional organizations.</p>		
	<p>Indicator 4: Identify and seek community resources to enhance physical education opportunities.</p>		

### 7. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
X	1. Teachers know the content they teach.	Examinations, oral presentations.
	2. Teachers know how to teach students.	
	3. Teachers are successful in teaching a diverse population of students.	
X	4. Teachers are leaders.	Student led activities.
	5. Teachers are reflective about their practice	
X	6. Teachers respect and care about students.	Oral interviews.

### 8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
X	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Video tape review, group discussion.
	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when	

	making instructional decisions.	
X	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
X	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	
	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
X	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	Reflective paper.

### 9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	<b>Technological Applications for this Course</b>
X	Productivity tool (Power Point)
	Presentation software
X	Internet
X	Web page construction
X	e-mail
	On-line applications
	Grade book
	Video camera
	Scanner
	Excel
	Smart board
X	Lap Top and LCD panel
	Music Stereo and CD
X	TV & VCR

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

<b>Technology Standards Used in this Course</b>	<b>NCDPI Technology Standards</b>	<b>Assessment(s)</b>
X	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Power point presentation.
X	2. Teachers plan and design effective learning environments and experiences supported by technology.	Strategic teaching outline.
	3. Teachers implement curriculum plans that include methods and strategies for applying	

	technology to maximize student learning.	
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
<b>X</b>	5. Teachers use technology to enhance their productivity and professional practice.	
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

## 10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

<b>Professional Competence</b>		<b>Professional Responsibilities</b>	
	Appreciates and engages in self-reflection	<b>X</b>	Dresses appropriately for the setting
<b>X</b>	Shows a commitment to ongoing learning	<b>X</b>	Is punctual
<b>X</b>	Desires to learn and apply new technologies	<b>X</b>	Attends class regularly and participates in the class
<b>X</b>	Is receptive to new ideas and feedback	<b>X</b>	Completes assignments and tasks in a timely manner
<b>X</b>	Writes and speaks clearly and effectively		Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families	<b>X</b>	Shows initiative and motivation
	Respects the privacy of students and their families	<b>X</b>	Assumes fair share of responsibilities
<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>	
<b>X</b>	Believe all children can learn		Displays high and ethical professional standards
	Understands the culture of students and their families	<b>X</b>	Is honest and dependable
<b>X</b>	Values and respects diversity and individual differences	<b>X</b>	Is courteous and respectful
<b>X</b>	Demonstrates flexibility and adaptability	<b>X</b>	Has a positive professional attitude
<b>X</b>	Treats all students fairly and equitably	<b>X</b>	Accepts and uses constructive criticism
<b>X</b>	Is sensitive to the feelings of others	<b>X</b>	Maintains emotional control and appropriate behavior
<b>X</b>	Interacts appropriately and positively with others		

Other \_\_\_\_\_

## 11. GENERAL REQUIREMENTS

1. Class Attendance
2. All assignments are to be organized in your PORTFOLIO, including exams, critiques, and other written assignments.
3. Each student will make a power point presentation.
4. Each student will make an oral presentation.
5. Projects as assigned.

**12. EVALUATION CRITERIA**

Grade Scale

92-100 = A

87-91 = B

73-82 = C

64-72 = D

Below = F

**13. COURSE OUTLINE (with Assignment Schedule)**

Instructor will give handout.

**14. TEACHING STRATEGIES (E.g., large and small group activities, individual and group projects, field observations, reflections, lecture-discussion, demonstration, discussion, and Internet research.)**

1. Class lecture-discussions
2. Your active participation will be required
3. Task which require you to present activities to the class
4. In-class written examinations

**15. DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.