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Faculty of Education

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Cooperative Games in Physical Education.

PACT 240

Summer 2017

**Course description:**

Through active involvement students will be introduced to the theoretical knowledge, physical skills, and pedagogy used in cooperative games in physical education.

**Prerequisites:** N/A

**Co-requisites:** N/A

**Hours:** 0-3L-0

**Credit value:** 3

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**Instructor(s):****Name:** Erinn Jacula**Office:** CE307**Phone:** Leave message at 780.479.9273**E-mail:** [erinn.jacula@concordia.ab.ca](mailto:erinn.jacula@concordia.ab.ca)**Office Hours:** An appointment can be made in the following ways:

- Personally at a time before or after class
- A note in the faculty/staff mailbox in the Education Office (CE311)
- Via email.

**Lecture/seminar/lab times:****Section:** X**Class Times:** M/T/W/Th/F**Classroom:** Gymnasium**Required resources:**

- i. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.

**Optional resources:**

- Recommended Reading:

Berg, S., Hickson, C., Bradford, B., & Fishburne, G. (2017). *Teaching for Health & Wellness in Children and Youth*. Edmonton, AB: Ripon Publishing

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**Course objectives:**

PACT240 is designed as a developmental course in cooperative games in physical education:

- To introduce students to the theoretical knowledge, physical skills, and pedagogy used in the application of cooperative learning in team physical activities;
- To develop a philosophy of cooperation and cohesiveness over competition in team physical activities;
- To introduce students to Indigenous Peoples' cultural history and approach to cooperative games;
- To enhance students' communication and problem-solving skills;
- To provide students with the knowledge and opportunity to analyze, construct, and adapt cooperative games to meet the needs of a diverse community of learners;
- To provide students with information and techniques to promote healthy, active lifestyles in their instructional work; and
- To promote healthy, active lifestyles through class participation.

**Schedule of Topics:**

<b>Week(s)</b>	<b>Topic</b>	<b>Reading(s)/Requirement</b>
Monday, July 10	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• What are Cooperative Games?</li> <li>• The Benefits of Cooperative Games in Physical Education</li> <li>• The Cooperative Learning Equation (CLE)</li> </ul>	<ul style="list-style-type: none"> <li>• Course expectations</li> <li>• Introduction to Group Assignment</li> <li>• Overview of the theoretical foundations of Cooperative Games</li> <li>• Understanding the relationship between Physical Literacy and Cooperative Games</li> <li>• Foundational Principles</li> <li>• Key Elements</li> </ul>
Tuesday, July 11	<ul style="list-style-type: none"> <li>• Physical Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Translating Physical Literacy into action, engagement, and commitment in Cooperative Games</li> <li>• Physical Literacy and injury prevention -Identification of hazards found in sports</li> </ul>
Wednesday, July 12	<ul style="list-style-type: none"> <li>• Fundamental Movement Skill Development – Locomotor</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and implementing game progressions for a variety of learners</li> <li>• Strategies and tactics</li> <li>• Adapting skills, equipment, and the game to diverse abilities</li> </ul>
Thursday, July 13	<ul style="list-style-type: none"> <li>• Fundamental Movement Skill Development – Balance and Stability</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating and problem solving with fundamental movement activities</li> </ul>
Friday, July 14	<ul style="list-style-type: none"> <li>• Fundamental Movement Skill Development – Manipulative Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and implementing game progressions for a variety of learners</li> <li>• Strategies and tactics</li> <li>• Adapting skills, equipment, and the game to diverse abilities</li> </ul>
Monday, July 17	<ul style="list-style-type: none"> <li>• <b>Group Assignment 1, Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Group presentations – Cooperative Games in Physical Education</li> <li>•</li> </ul>

Tuesday, July 18	<ul style="list-style-type: none"> <li>• Combination Skill Development – Locomotor, Balance and Stability, and Manipulative</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Game variations (e.g. Fitness Dodgeball)</li> <li>• Strategies and tactics</li> <li>• Adapting skills, equipment, and the game to diverse abilities</li> </ul>
Wednesday, July 19	<ul style="list-style-type: none"> <li>• Indigenous Cooperative Games</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of games in the Indigenous Peoples' cultural history</li> <li>• Types of games played</li> <li>• Equipment</li> </ul>
Thursday, July 20	<ul style="list-style-type: none"> <li>• Access and Diversity in Cooperative Games</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting team sports for inclusive participation</li> <li>• Coaching an inclusive cooperative game</li> <li>• Creating a barrier-free and inclusive cooperative game</li> </ul>
Friday, July 21	<ul style="list-style-type: none"> <li>• Fundamental Movement Skill Development – Locomotor</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Game play</li> <li>• Cooperative Game play versus competitive</li> </ul>
Monday, July 24	<ul style="list-style-type: none"> <li>• <b>Group Assignments, Leading a Game</b></li> </ul>	<ul style="list-style-type: none"> <li>• Group Presentations</li> </ul>
Tuesday, July 25	<ul style="list-style-type: none"> <li>• Fundamental Movement Skill Development – Manipulative Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Review of week 5</li> <li>• Cooperative Game play</li> <li>• Cooperative Game play versus competitive</li> </ul>
Wednesday, July 26	<ul style="list-style-type: none"> <li>• Non-traditional Cooperative Games</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Games outside traditional team sports</li> </ul>
Thursday July 27	<ul style="list-style-type: none"> <li>• Review for Exam</li> </ul>	
Friday, July 28	<ul style="list-style-type: none"> <li>• <b>Final Exam</b></li> </ul>	

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**Course Assessment:**

<b>Item/Criteria</b>	<b>Weighting (%)</b>	<b>Date</b>	<b>Notes</b>
Attendance Participation Engagement	10%	Throughout the course.	<ul style="list-style-type: none"><li>• Attendance, Participation and Engagement - Due to the physical activity aspect of the Cooperative Games in Physical Education course, it is essential that students attend classes so that they benefit from the practical application of the theory.</li><li>• Students need to take part actively in their learning. Therefore, a portion of their mark will be based on their attendance, participation, and engagement in classes.</li></ul>
Assignment: Group Assignment	30%	Monday, July 17th	<ul style="list-style-type: none"><li>• An opportunity for group members to research a topic of interest, prepare information, and deliver a presentation that is relevant to the course material. A supporting handout of the material being presented is required for the presentation.</li></ul>
Assignment : Leading a Game	30%	Monday, July 24th	<ul style="list-style-type: none"><li>• An opportunity for group members to apply cooperative game knowledge to the creation of an original game. Group members will lead the class through their game and provide instructor with a supporting handout of the game being presented.</li></ul>
Final Exam	30%	Friday, July 28th	

**Intellectual Property and Academic Practice with Assignments**

- i. Assignments are oriented for use in an elementary classroom (e.g., lesson plans). Assignments that are copied from professional resources without substantial revision or adaptation WILL NOT be accepted. While it is acceptable to make use of these resources in your classroom if they are appropriate, it is NOT acceptable academic practice to submit these as original work. If you are unsure of the extent to which you may make use of existing materials, you are strongly advised to check with your instructor. Appropriate APA citation rules and procedures are expected.

### Assignment Format

- i. All assignments must be written in American Psychological Association (APA) style format, with 1.5 or double line spacing.

### Due Dates for Assignments and Examinations

- i. Due dates for all assignments and exams are listed in the Course Assessment section. The weighting and timing of assignments and exams cannot be changed unless under exceptional circumstances.

\* For further information on grading please see Concordia's [Extended Description of Grade Levels](#) (Section 9.3.2 of the Calendar) included in this syllabus.

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### Course Policies:

#### Classroom

- i. **Educational Decorum** – Because the primary purpose of Concordia University of Edmonton is education, it must be the responsibility of both students and instructors to facilitate the educational process.

Students have a responsibility to ensure that their behaviour in a laboratory or classroom situation is conducive to an effective learning environment. It is therefore essential that students refrain from any behaviour that might endanger themselves or disturb others in the class.

Instructors have a responsibility, in addition to teaching, to establish an orderly classroom or laboratory setting. Included in this responsibility is the establishment and maintenance of specific standards of behaviour. Consequently, the instructor will need to assess the nature of any behaviour deemed disruptive and to use such remedial measures as are considered necessary to restore a healthy learning environment, up to and including the expulsion of a student or students from the classroom. All students are expected to familiarize themselves with this policy, which is outlined in detail in Section 9.2.8 of the Calendar.

- ii. **Attendance** – Attendance is mandatory. If a planned absence is unavoidable, the instructor must be informed beforehand. In the event of illness, students are asked to notify the instructor by phone or e-mail. Course concepts will be explored and developed through class activities and discussions. Full and enthusiastic participation is required. Absent students are responsible for obtaining notes and handouts through their classmates. All students are expected to familiarize themselves with Excused Absences, Section 9.2.2 of the Calendar.
- iii. **Learning Accommodations** – Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.4.1 of the Calendar for more details.
- iv. **Personal Digital Devices** – Personal digital devices (i.e., smart phones, laptops, tablets) may be used during lectures and classes to enable in-class student responding. Students are to maintain

appropriate educational uses of technology and refrain from personal use during classroom and lecture activities. Please refer to Section 9.2.8 of the Calendar for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.

- v. **Faculty Advising** – At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

#### **Exam procedures**

- i. Students are required to leave bags at the front of the room. Phone and electronic devices must be turned off.

#### **Missed work and missed exams**

- i. Students with a medical excuse might be asked to provide a validated note from a physician. Students with personal reasons should be directed to Student Life and Learning for proper documentation.
- ii. *Deferred Final Examination*: Deferred final examinations may be granted to students who are unable to write final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control. Students are directed to Section 9.2.5 of the Calendar for further information. Of note is that the application for a deferred exam must normally be started within 48 hours of the missed examination.

#### **Academic Honesty**

- i. As scholars and students, all members of the Concordia community have a responsibility to use the intellectual contributions of others honestly, with appropriate acknowledgment. Academic honesty is fundamental to the academic enterprise. All scholarship rests on the basis of ideas and structures of thought developed by others. Concordia has two complementary policies, which spell out expectations for all faculty and students: the policy on Integrity in Research and Scholarship and this policy on Academic Honesty.

Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.9 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion. Refer to section 9.2.9 Section G Appeals of the Calendar.

## **Additional contacts and services:**

### Academic Administration

- i. Dean of Education
  - Name: Dr. Edgar Schmidt
  - Office: CE311-D
  - Email: [Edgar.Schmidt@concordia.ab.ca](mailto:Edgar.Schmidt@concordia.ab.ca)
  - Telephone: (780) 479-9312
  
- ii. Registrar's Office (HA120, [registrar@concordia.ab.ca](mailto:registrar@concordia.ab.ca), 780-479-9250)

### Academic Support

- i. Dean of Students (Dr. Barbara van Ingen, [barbara.vaningen@concordia.ab.ca](mailto:barbara.vaningen@concordia.ab.ca), 780-479-9289, HA217)
- ii. Student Life and Learning ([studentlife@concordia.ab.ca](mailto:studentlife@concordia.ab.ca), 780-479-9241, HA114)

### Writing Centre

- i. The Writing Centre (located in the Concordia library, L266) is a free service that provides support for teaching and learning through writing for students, staff, and faculty
  - Throughout the academic year, one-on-one consultations are offered (book online at: <http://studyspaces.concordia.ab.ca>).



**\*Concordia Calendar Table 9.3.2: Extended Description of Grade Levels**

Grade Description		Letter Grade	Grade Point
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills;	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of	B+	3.3
Good		B	3.0
		B-	2.7
Satisfactory	Intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, CR denotes that the student has attained at least the C- level.	C+	2.3
		C	2.0
		C-	1.7
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives.  The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	D+	1.3
Minimal Pass		D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and	F	0