

University of North Texas at Dallas

Spring 2015 SYLLABUS

KINE 3550: Movement Skills, 3 Hrs

Division of Education and Human Services

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General Course Information

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Stephen.Stork@untdallas.edu

Office Hours: Tuesday 10:00 am - 11:30 am **by appointment only**

Virtual Office Hours: *None*

Classroom Location: DAL2 138

Class Meeting Days & Times: Tuesday 11:30 am – 2:20 pm

Course Catalog Description: Development of the concept of themes and the movement framework approach in exploring movement potential.

Prerequisites: None

Co-requisites: None

Required Texts: None

Recommended Text and References:

Most readings for the course are policy statements and curricular resources from...

- Division of Adolescent and School Health (DASH), Centers for Disease Control (CDC), specific to early childhood and elementary health education.
- Society of Health and Physical Educators (SHAPE America), formerly the National Association for Sport & Physical Education (NASPE) (a division of the American Alliance for Health, Physical Education, Recreation & Dance [AAHPERD]), specific to early childhood and elementary physical education.

Additional resources are curated from the internet: news articles, YouTube videos, audio clips, etc.

Homework is organized as 'Reading Sets' listed on a public website created for this course
www.hpeliteracyforclassroom.jimdo.com The site also contains assignment instructions and supplemental resources.

Most Powerpoint presentations that accompany lectures are available via Blackboard Course Content. Students may choose to print them before class if they feel it will help them take notes.

Most topical articles can be read electronically. The student will need to print a few resources prior to attending class, but ample notice is provided via Blackboard Announcements.

Access to Learning Resources:

UNT Dallas Library: phone: (972) 780-3625; web: <http://www.unt.edu/unt-dallas/library.htm>

UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com

Texas Education Agency Website (TEA) www.tea.state.tx.us/

Includes State Board for Educator Certification (SBEC)
Texas Essential Knowledge and Skills (TEKS)
Physical Education <http://ritter.tea.state.tx.us/rules/tac/chapter116/index.html>
Health <http://ritter.tea.state.tx.us/rules/tac/chapter115/>

This course uses **Blackboard Learn** learn.unt.edu

Course Overview

As of Fall 2014, KINE 3550 & HLTH 1100 have been integrated so the course currently covers Physical Literacy and Health Literacy for classroom teachers.

This course is required for Education majors in Early Childhood and Elementary Education. Classroom teachers familiar with children's developmental need for physical activity are more likely, and better able, to integrate opportunities for physical literacy into the classroom environment. Children learn best when content is reinforced in an integrated fashion; so, physical activities designed to reinforce academic content in relevant ways deepens and strengthens learning.

Physical activity in preschool and early elementary education should provide more than just an opportunity for children to let off steam while giving classroom teachers a break. Early experiences should guide children toward becoming physically active for a lifetime. This course explores strategies for planning such experiences in ways that are unique to formal Physical Education or Sport.

Modern preschool instruction places a premium on literacy, numeracy and basic science; but a healthy mind is enhanced by a healthy body. A sport-level of physical skill and exertion is unnecessary for good health. Yet, to counter the influence of media and current trends toward sedentary habits, children need early, positive experiences with physical activity. Those experiences are enhanced when it is evident to them that they are learning and improving fundamental, age-appropriate skills and strategies.

To make time in a busy school day at any educational level, the physical domain needs to be integrated with instruction in the cognitive and psycho-social domains. The Movement Framework helps children understand movement, not just do it. Fundamental motor skills, basic concepts and strategies contribute to success in eventual game play, as well as fostering positive attitudes toward movement. For the teacher, that means having, and working towards, specific goals and objectives.

Likewise, Health Literacy requires more than just teaching and testing. Children need opportunities to interact with health knowledge in ways that make it real, relevant, and significant to them personally. Bottom line, the purpose of this course is to help teachers "Guide children towards becoming physical active and healthy for a lifetime."

Student Learning Objectives (SLOs)

Teacher candidates will: **NASPE/NCATE TEA EC-6 PE & Health**

- 1** Identify Skill Themes and Movement Concepts, aka the movement framework, as the basis of physical literacy in the psychomotor domain of learning.
1.1 **1.2** TEKS K-5 .1
- 2** Apply broad motor development theory and principles related to skillful movement and physical activity; selecting developmentally appropriate learning tasks based on student age and stage.
1.3 **4.1, 4.3** TEKS K-5 .2, .3
- 3** Become a critical observer of movement qualities, striving to provide relevant feedback on process, not just product, by analyzing critical elements of motor skills and performance concepts.
1.5 **3.8** TEKS K-5 .2
- 4** Design short term instructional objectives based on Generic Levels of Skill Proficiency (GLSP) within Educational Dance, Educational Gymnastics, and Educational Games.
3.1 **1.4, 2.7**
- 5** Align learning objectives with Texas Essential Knowledge and Skills (TEKS) and National Standards, in a manner relevant to the promotion of health-related physical activity.
3.2 **6.1**

- 6** Strategize Intratask Variation to accommodate diverse student needs.
3.5 1.5, 1.9, 5.2
- 7** Create a positive learning environment that supports student capabilities, with multiple opportunities for student success, as opposed to failure, applying the 80% rule.
4.1 4.3 3.6
- 8** Integrate health and physical literacy into classroom rules, routines, and transitions, while maintaining a safe and effective learning environment.
4.5 3.1, 3.3, 3.5, 4.5, 5.3 TEKS K-5 .5
- 9** Reflect during instruction on how to enhance the student experience while striving toward objectives.
5.2 1.6
- 10** Demonstrate belief that all students can become physically literate, promoting physical literacy as a health-related activity contributing to children’s future well-being.
6.1 2.4, 3.2, 3.4, 5.1
- 11** Discuss factors that influence school and community health (TEA 1.21, 1.26, 2.1, 2.3, 2.4) (TEKS K-6)
- 12** Describe factors that contribute to health behaviors (TEA 1.1-1.3, 1.5, 1.6, 1.22) (TEKS K-6)
- 13** Examine the role socioeconomic status plays in health disparities among racial and ethnic groups (TEA 3.1) (TEKS K-6)
- 14** Discriminate between the components of the Coordinated School Health Program (TEA 2.1, 2.2) (TEKS K-6)
- 15** Utilize school health curriculum and instruction strategies (TEA 3.11, 3.12, 3.13, 3.14, 3.2, 3.3, 3.4, 3.5, 3.8) (TEKS K-6)
- 16** Reflect on the effects of school health instruction (TEA 4.1, 4.2) (TEKS K-6)
- 17** Explore a variety of health literacy content (e.g., tobacco, alcohol, and drugs), valid and reliable sources for health information, and strategies for integrating such content knowledge with other classroom curricula (TEA 1.9-1.10, 1.12-1.15, 3.6-3.7) (TEKS K-6)
- 18** Understand the influence of media and technology on health behavior (TEA 1.17-1.20, 1.25) (TEKS K-6)

Course Outline

Teaching is a dynamic profession. Any highly qualified teacher needs the ability to research content in order to 1) present students with up-to-date, correct information, and 2) apply instructional methods that influence student behaviors in positive ways. Students will research the internet, individually and in small groups, for resources that support the course overview and objectives; and present the results of that research to small groups and to the whole class; providing peer assessment to classmates, as a means of helping them, but also as a reflection of personal understanding and knowledge application.

Reading sets for the course are listed at www.hpeliteracyforclassroom.jimdo.com , but the specific calendar is flexible. Once deadlines are negotiated, it is expected that work be completed on time, as it may affect other students.

Course Evaluation Methods

Blackboard quizzes – Some Reading sets and other learning tasks are accompanied by Blackboard quizzes with specific deadlines.

30 Day Challenge – Choose a single positive health behavior, adopt it for 30 days, and report on the experience.

Internet videos – **Weight of the Nation** is a four-part series that HBO has made available on the internet. **Head Start Body Start** has a 3-part series on the SHAPE America website related to physical activity and nutrition for preschool age children.

Media Content Presentation – Create a content presentation using a computer application (e.g., Powtoon, Haiku Deck, Prezi, Sparkol, etc.).

Peer Teaching and Role Play – To be conducted as if working with children of a particular age and grade level. Peers Role Play as children, affording the Teacher opportunities to practice relevant teaching skills. The roles are limited to characteristics of “learning” as opposed to “behavior,” keeping the emphasis on teaching as opposed to behavior management.

Lesson Plans – Revisions of internet resources. Evaluation based, in general, on accuracy of content, lesson alignment (objectives, learning tasks & assessment), and instructional appropriateness (other criteria may be applied based on the specific requirements for a particular purpose related to course objectives).

Attendance – **Daily** attendance. Lectures and class time learning tasks are designed to extend the Reading Sets.

Partial credit is assessed for incomplete attendance, as in tardiness or early exits. This includes using electronic devices during class for unrelated activities (other homework, social media, games, email, etc.), stepping out to take phone calls. [Clarification: Incidental occurrence is not an issue; rather, points are deducted when such behavior reaches a critical mass that cannot be ignored.]

Class Participation – 1) Relevant comments, questions, responses that reflect engagement with the course content, 2) Respond knowledgeably to questions about the Reading Sets, such questions to be directed at random from the class roster.

Final Exam – One comprehensive expression of knowledge designed to measure mastery of the course material.

Extra credit

Instructional graphics – Research graphical representations of a term or concept encountered in the Readings.

Journal – Reflect on ‘deeper meaning’ within each Reading Set. Be prepared to share thoughts with the class.

Energy Medicine – Explore concepts pertinent to Complementary and Alternative Medicine (CAM) on the internet. Evaluate trustworthiness of claimed health benefits.

Evaluation Method	Percentage	Student Learning Objectives
Blackboard quizzes	15	
30 Day Challenge	10	12, 18
Weight of the Nation	10	11, 13, 18
Role Play	5	2, 3, 9

Lesson Plans	15	1, 2, 4, 5, 6, 15, 17
Attendance	15	
Participation	20	7, 8, 10, 14, 16
Final exam	10	

Extra Credit

Instructional graphics	5	14, 17
Journal	10	3, 5, 7, 8, 10, 16, 18
Media Content	5	2, 15, 18
Energy Medicine	3	17

The Instructor reserves the right to award partial points for Extra Credit

The Instructor reserves the right to not accept Late assignments beyond the next class period, and the option of subjecting Late assignments to a penalty.

Attendance Policy

Attendance and Participation: If a student believes he/she will miss class over an extended period of time and may be unable to complete all assignments timely, the student should contact the instructor immediately to discuss options.

Repeated absences, even if Excused, can result in a failing grade for the course. At the same time, complete attendance, by itself, does not ensure a passing grade.

3 hours of Lecture	
Full class attendance	20
Missing 20 minutes or more of class time	<17
½ class attendance	10
Contact before class about absence	7
Contact after class about absence	5

(This table should serve as a rubric. Values may vary by 1 or 2 points based on circumstances)

*The **University attendance policy is in effect for this course.** Class attendance and participation is expected because the class is designed as a shared learning experience and because **essential information not in the readings or other assignments will be discussed in class.** The dynamic and intensive nature of this course makes it **impossible for students to receive credit for missed classes.** Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make themselves aware of any content covered in class. It is recommended that each student coordinate with a peer to obtain a copy of the class notes when absent.*

Incompletes: To request a grade of “incomplete,” the student must:

- Submit the request in writing as soon as possible during the semester.
- Submit the request to the instructor at the instructor’s email address above (and confirm receipt with a phone call).

- Discuss the request with the instructor before or after class.

No requests for an Incomplete will be considered later than one week prior to the final exam, UNLESS A SERIOUS INTERRUPTIVE EVENT OCCURS WITHIN THAT TIME PERIOD. It is the instructor's sole discretion to grant such a request. Please see the "Grading System" section of the current UNT Undergraduate or Graduate Catalog for details.

STUDENTS WHO RECEIVE AN "INCOMPLETE" MUST COMPLETE THE COURSE NO LATER THAN ONE CALENDAR YEAR THEREAFTER TO AVOID AUTOMATICALLY RECEIVING A FAILING GRADE.

Attire: This course requires occasional physical activity, so dress comfortably.

The instructor has no control over the temperature in the classroom, so dress in layers.

Classroom Behavior and Courtesy

- By its very nature, this class provides a significant amount of opportunity for students to interact physically. Overly aggressive play and inappropriate touch will not be tolerated.
- Role playing exercises are used to help "teaching" peers expand their teaching abilities. "Student" peers are expected to follow the role descriptions furnished with assignments, to stay in their roles, to maintain decorum and respect in class sessions, and to further the educational experiences of all concerned.

University Policies and Procedures

Student Evaluation of Teaching Effectiveness Policy: *The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. A short survey is made available at the end of the semester, providing a chance to comment on how the class was taught. SETE is an important part of your participation at UNTD.*

Exam Policy: *Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

Academic Integrity: *Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.*

Diversity/Tolerance Policy: *Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

Bad Weather Policy: *On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call the UNT Dallas main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students who update their Eagle Alert contact information will receive this information automatically.*

Disability Accommodations for Students: *Any student requesting academic accommodations based on a disability is required to register with Disability Services **each semester**. A letter of verification for approved accommodations can be obtained from that office. Please be sure the letter is delivered to your instructors as early in the semester as possible. Disability Services is located in the Student Life Office in DAL2, Suite 200 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number is (972) 338-1775.*