

# University of North Texas at Dallas

## Spring 2011

### SYLLABUS

<b>KINE 3550: Movement Framework 3 Hrs</b>	
	<b>Division of Education and Human Services</b>
<b>Instructor Name:</b>	<b>Steve Stork</b>
<b>Office Location:</b>	<b>Building 2: 302-305</b>
<b>Office Phone:</b>	<b>940-453-3596 (cell)</b>
<b>Email Address:</b>	<i>Make e-mail contact thru Blackboard</i>
<b>Office Hours:</b>	<b>Tuesday 10:00 a.m. – 2:00 p.m. by appointment only</b>
<b>Virtual Office Hours:</b>	<i>None</i>
<b>Classroom Location:</b>	<i>DAL2 138A</i>
<b>Class Meeting Days &amp; Times:</b>	<b>Tuesday 5:00 p.m. – 7:50 p.m.</b>
<b>Course Catalog Description:</b>	Development of the concept of themes and the movement framework approach in exploring movement potential.
<b>Prerequisites:</b>	<b>None</b>
<b>Co-requisites:</b>	<b>None</b>
<b>Required Text:</b>	Weiller Abels, K., & Bridges, J.M. (2010). Teaching movement education. Champaign, IL, Human Kinetics.
<b>Recommended Text and References:</b>	<i>Additional materials are available as Blackboard Content.</i>
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p> <p>Texas Education Agency Website (TEA) <a href="http://www.tea.state.tx.us/">www.tea.state.tx.us/</a>  Includes State Board for Educator Certification (SBEC)</p> <p>Texas Essential Knowledge and Skills (TEKS)  <a href="http://ritter.tea.state.tx.us/rules/tac/chapter116/index.html">http://ritter.tea.state.tx.us/rules/tac/chapter116/index.html</a></p> <p>TK20 <a href="http://www.coe.unt.edu/tk20">http:// www.coe.unt.edu/tk20</a> Student subscriptions are effective for 7 years from date of purchase)</p>
<b>Course Goals or Overview:</b>	
	<p>Physical education is at a crossroads. "Gym class" has devolved into an opportunity for children to let off steam while allowing "real" teachers some planning time. "Physical Education" reflects an expectation that children be guided toward becoming physically active for a lifetime. In light of the current epidemic of childhood obesity, "rolling out the ball" and "organized recess" can no longer be tolerated.</p> <p>"Quality PE" consists of having, and working towards, specific goals and objectives. To create lifelong movers, pre-school and elementary-age children need appropriate challenges and learning opportunities not just in the physical domain, but also 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.</p>

This course is intended for teacher candidates. But the skills, tasks and teaching approaches will prove useful to anyone finding themselves in a position to work with or parent young children.

	<b><u>Course objectives</u></b> Teacher candidates will:	NASPE/ NCATE
1	Identify critical elements of Skill Themes and Movement Concepts. Identify and describe all concepts/categories/elements of the movement framework approach. <i>Evaluation: Class Participation, Exams, Lesson Plans</i>	1.1
2	Apply motor development theory and principles related to skillful movement and physical activity. Apply an understanding of student age and stage in the selection of developmentally appropriate learning tasks. <i>Evaluation: Class Participation, Lesson Plans, Peer Teaching, Field Experience</i>	1.3
3	Analyze and correct critical elements of motor skills and performance concepts. Become a critical observer of movement qualities, and provide relevant feedback on process, not just product. <i>Evaluation: Class Participation, Peer Teaching, Field Experience</i>	1.5
4	Demonstrate personal competence in Skill Themes and Movement Concepts appropriate to elementary physical education. Develop "fundamental" competency in all the Skill Themes. Develop capacity for "experimentation" with Movement Concepts. <i>Evaluation: Class Participation, Role Plays</i>	2.1
5	Perform Skill Themes and Movement Concepts as a demonstration appropriate to elementary physical education, adapting to a variety of ages and ability levels. Develop capacity to demonstrate skills at the learner's level of readiness. <i>Evaluation: Peer Teaching, Field Experience</i>	2.3
6	Design short term plans linked to instructional goals as well as a variety of student needs. Identify and show an understanding of the generic levels of skill proficiency as applied to educational dance (expressive skills), educational gymnastics (body control skills), and educational games (game skills). <i>Evaluation: Exams, Lesson Plans</i>	3.1
7	Develop appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives; aligned with state and national standards. Apply TEKS and National Standards in a manner specific to the movement approach to teaching physical education. <i>Evaluation: Exams, Lesson Plans</i>	3.2
8	Design and implement content that is aligned with lesson objectives. Align Objectives, Tasks, and Assessment in a way that contributes to coherent instruction. <i>Evaluation: Lesson Plans</i>	3.3
9	Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. Exercise creativity in meeting lesson objectives in ways appropriate to student needs or limitations. Create Intratask Variation. <i>Evaluation: Lesson Plans, Peer Teaching, Field Experience</i>	3.5
10	Plan and implement progressive and sequential instruction that addresses the diverse needs of all students. Design and present activities in the areas of dance, gymnastics and games based upon concepts/categories/elements/sub-elements of the movement framework approach, specifically reflecting aspects of body, space, effort and relationships. <i>Evaluation: Lesson Plans</i>	3.6
11	Demonstrate effective verbal and non-verbal communication skills. Create a positive learning environment. <i>Evaluation: Class Participation, Peer Teaching, Field Experience</i>	4.1
12	Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	4.2

	Develop flexibility in the approach to instruction, while maintaining fidelity with the objectives. <i>Evaluation: Peer Teaching, Field Experience</i>	
13	Provide effective instructional feedback for skill acquisition, student learning, and motivation. Create multiple opportunities for student success, as opposed to failure, applying the 80% rule. <i>Evaluation: Peer Teaching, Field Experience</i>	4.3
14	Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. Identify appropriate instructional approaches applicable to the movement framework approach. <i>Evaluation: Peer Teaching, Field Experience</i>	4.4
15	Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. Think several steps ahead. <i>Evaluation: Field Experience</i>	4.5
16	Select or create appropriate assessments that will measure student achievement of goals and objectives. Apply the concepts of "process vs. product" and "developmental readiness" when analyzing the achievement and deficiencies demonstrated by individual students. <i>Evaluation: Lesson Plans, Peer Teaching</i>	5.1
17	Use appropriate assessments to evaluate student learning before, during, and after instruction. Reflect during instruction on how to enhance the student experience while still striving toward objectives. <i>Evaluation: Peer Teaching, Field Experience</i>	5.2
18	Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. Approach physical education as a health-related activity contributing to children's future lifestyle and well-being. <i>Evaluation: Peer Teaching, Field Experience</i>	6.1
19	Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. <i>Evaluation: Class Participation, Peer Teaching, Field Experience</i>	6.3
20	Communicate in ways that convey respect and sensitivity <i>Evaluation: Class Participation, Peer Teaching, Field Experience</i>	6.4

## Course Outline

A critical component of the course is a Field Experience in local schools. Students have some choice where to perform their Field Experience, but must apply thru the Field Experience office for formal placement.

The following is a loose outline of the course content. Specific dates and deadlines to be determined by the instructor. Specific assignments and deadlines will be announced in class and also posted on Blackboard.

- January – Introduction to the Movement Framework Approach.  
An exploration of Developmental Appropriateness in Physical Education
- February -- How to teach the Movement Education Framework  
Exam near middle of month
- March -- How to teach Educational Games  
Field Experience (outside class time throughout month)  
Field experience report will be due near end of month  
Lesson Plan(s) and Peer teaching near end of month
- April -- How to teach Educational Gymnastics  
How to teach Educational Dance  
Upload Lesson Plan to TK-20  
Final exam as per UNT Final Exam schedule

## Course Evaluation Methods

This course will utilize the following to determine student grades and proficiency of the learning outcomes.

**Exams** – One written test and a comprehensive final designed to measure knowledge of the course material

**Assignments** – The major assignment is a report on the Field Experience. 2-3 minor assignments will supplement and reinforce the course material

**Projects** – Lesson Plan(s). The lesson plan requirements are designed to determine the ability of the Teacher Candidate to apply relevant content knowledge. Lesson Plan(s) to be submitted for formal evaluation, with at least one uploaded to TK-20 for College of Education aggregation.

As time allows, Peer Teaching and Role Play will be integrated with the Lesson Plan(s) to approximate the experience of actually teaching. Such Peer Teaching is to be conducted as if working with children of a particular age and grade level. Peers play designated roles within the Peer Teaching episodes, 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.

**Class Participation** – daily attendance and preparation. Due to the large class size, the instructor will randomly call on students. Points are awarded for 1) being present, and 2) quality of response.

**Grading Matrix:**

Instrument	Value (points or percentages)	Total
Exam	1 formative exam	50
Assignments	Field Experience report & Log	50
	2-3 other assignments, weighted total	50
Projects	Lesson plan(s)	50
	Peer Teaching & Role plays	50
Class Participation	Attendance and Preparation	100
Final Exam		100

The values in the Grading Matrix represent score “weights” as opposed to values seen on actual tests or assignments.

**Course Grade Determined as a percentage of points available:**

- A = 90.0% and up
- B = 80.0% – 89.999%
- C = 70.0% – 79.999%
- D = 60.0% – 69.999%
- F = less than 60.0%

**The format and deadline for each assignment is included in the rubric for that assignment, and posted on Blackboard. For this course, 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.**

**Students are required to fulfill the Field Experience requirement. Failure to do so earns the student a failing grade, and it is very likely the student would have to repeat the entire course. If it becomes apparent after the fact that a student did not attend the Field Experience for the full time reported, the same sanctions apply.**

**TK20:** All education students are required to purchase a subscription to TK-20. This data management system is used throughout College of Education teacher preparation coursework, on all UNT campuses. If finances are a concern, students can delay purchase until late in the semester, **but** artifacts associated with this course must be uploaded and evaluated **by the end of the semester**. Failure to do so could mean that the UNT College of Education will not approve your application to take teacher certification exams in the future.

**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. **Because completion of all mandatory exercises is required, repeated absences can result in a failing grade for the course.**

**Classroom Behavior and Courtesy**

By its very nature, this class provides a significant amount of opportunity for students 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.

A few common courtesies will make our class time more pleasant. Class participation grades will suffer if the following violations occur:

- Beeper or cell phone interruptions
- Text messaging on cell phones
- Internet usage
- Sleeping
- Talking while others have the floor
- Reading or writing pertaining to other endeavors or courses
- Tardies and early departures

**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.

*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 textbook will be discussed in class**. The dynamic and intensive nature of this course makes it impossible for students to make-up or 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 up any work covered in class. It is recommended that each student coordinate with a peer to obtain a copy of the class notes when absent.*

## University Policies and Procedures

**Students with Disabilities (ADA Compliance):** *The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

**Student Evaluation of Teaching Effectiveness Policy:** *The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

**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 address above.
- 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 NOT LATER THAN ONE CALENDAR YEAR THEREAFTER TO AVOID AUTOMATICALLY RECEIVING A FAILING GRADE.

**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](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](http://www.unt.edu/dallas). Students who update their Eagle Alert contact information will receive this information automatically.*