

University of North Texas at Dallas
Summer 2012
SYLLABUS
KINE 3550: Movement Framework 3 Hrs

Division of Education and Human Services

Instructor Name: Steve Stork

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Office Hours: Monday 10:00 a.m. – 2:00 p.m. by appointment only

Virtual Office Hours: *None*

Classroom Location: *DAL2 138A*

Class Meeting Days & Times: Tuesday 11:30 p.m. – 2:20 p.m.

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

Prerequisites: None

Co-requisites: None

Required Text: Weiller Abels, K., & Bridges, J.M. (2010). Teaching movement education. Champaign, IL, Human Kinetics.

Recommended Text and References: *Additional materials available as Blackboard Content.*

Additional topical articles will be researched and read on the internet.

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) <http://ritter.tea.state.tx.us/rules/tac/chapter116/index.html>

TK20 <http://www.coe.unt.edu/tk20> Student subscriptions (**Required for Education Majors**) are effective for 7 years from date of purchase

This course uses **Blackboard Learn** (not Vista)

learn.unt.edu

Course Goals or Overview:

Physical activity in preschool and early elementary education should provide more than just an opportunity for children to let off steam while giving the 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.

Course objectives 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.

Evaluation: *Class Participation, Exams, Lesson Plans*

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.

Evaluation: *Class Participation, Lesson Plans, Peer Teaching, Field Experience*

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.

Evaluation: *Class Participation, Peer Teaching, Field Experience*

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.

Evaluation: *Class Participation, Role Plays*

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.

Evaluation: *Peer Teaching, Field Experience*

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).

Evaluation: *Exams, Lesson Plans*

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.

Evaluation: *Exams, Lesson Plans*

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.

Evaluation: *Lesson Plans*

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.

Evaluation: *Lesson Plans, Peer Teaching, Field Experience*

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.

Evaluation: *Lesson Plans*

3.6

11 Demonstrate effective verbal and non-verbal communication skills.

Create a positive learning environment.

Evaluation: *Class Participation, Peer Teaching, Field Experience*

4.1

12 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

Develop flexibility in the approach to instruction, while maintaining fidelity with the objectives.

Evaluation: *Peer Teaching, Field Experience*

4.2

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.

Evaluation: *Peer Teaching, Field Experience*

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.

Evaluation: *Peer Teaching, Field Experience*

4.4

15 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

Think several steps ahead.

Evaluation: *Field Experience*

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.

Evaluation: *Lesson Plans, Peer Teaching*

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.

Evaluation: *Peer Teaching, Field Experience*

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.

Evaluation: *Peer Teaching, Field Experience*

6.1

19 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

Evaluation: *Class Participation, Peer Teaching, Field Experience*

6.3

20 Communicate in ways that convey respect and sensitivity

Evaluation: *Class Participation, Peer Teaching, Field Experience*

6.4

Course Outline

A critical component of the course is a Field Experience to observe children in a physical activity setting. This is typically performed in local schools. Since schools are out of session during the summer months, students should be prepared for more creative means of completing this requirement.

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.

Week 1 – Introduction to the Movement Framework Approach.

An exploration of Developmental Appropriateness in Physical Education

Week 2 -- How to teach the Movement Education Framework

How to teach Educational Games

Field Experience (outside class time throughout month)

Week 3 -- How to teach Educational Dance
Start writing Lesson Plans
Week 4 -- How to teach Educational Gymnastics
Peer teaching
Field experience report
Final exam

Course Evaluation Methods

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

Blackboard quizzes – After reading textbook chapters or online articles, complete related quizzes on Blackboard.

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.

Assignments – 2-3 pieces of work to complete outside class time in addition to the readings

Lesson Plans – 3 lesson plans

#1 on a manipulative skill (Educational Games)

#2 on Educational Gymnastics or Educational Dance (a locomotor or non-manipulative skill)

#3 based on a lesson plan from PE Central, but with additional Extension tasks

Field Experience – Six hours observing preschool or elementary school age children in a physical activity setting; verified by a report, time log and Reflection.

Class Participation – *daily attendance and preparation. In other words, if a student gives the impression of not knowing what's going on in class (example: Expressing ignorance about an assignment, or an aspect of an assignment, that most other students have already completed successfully) the instructor reserves the right to award less than full attendance points.*

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

The Blackboard Gradebook contains a data point that provides an estimate of course standing at any time throughout the semester. This cumulative score should be taken as a very general estimation of the potential final score.

Grading Matrix:

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

Blackboard quizzes	25
Peer teaching	5
Assignments	5
Lesson Plans	20
Field Experience	10
Class Participation	15
Final Exam	20

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 rubric for each graded learning task is posted on Blackboard.

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 Majors are required to purchase a subscription to TK-20. This is a data management system used throughout the teacher preparation coursework.

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 lead to rejection of a future application to take Texas teacher certification exams.

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.

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.

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.

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

*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 makeup 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.*

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.**

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

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

This course, operating within the Division of Education and Human Services, is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.