

University of North Texas at Dallas
Summer 2013
SYLLABUS
KINE 3550: Movement Framework 3 Hrs

Division of Education and Human Services

[General Course Information](#)

[Overview](#)

[Objectives](#)

[Outline](#)

[Evaluation](#)

[TK20](#)

[Attendance points](#)

[Attire](#)

[Behavior](#)

[Attendance policy](#)

[Incompletes](#)

[SETE](#)

[Exam Policy](#)

[Academic Integrity](#)

[Diversity/Tolerance](#)

[Bad Weather](#)

[Disability Accommodations](#)

Instructor Name: Steve Stork

Office Location: DAL2 305

Office Phone: 940-453-3596 (cell)

Email Address: *Make e-mail contact thru Blackboard Learn or MyUNT* Stephen.Stork@unt.edu

Office Hours: Tuesday & Thursday 12:00-1:00; by appointment only

Virtual Office Hours: *None*

Classroom Location: *DAL2 138*

Class Meeting Days & Times: Tuesday & Thursday 8:00 a.m. – 11:50 a.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 Texts:

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

TAHPERD. (2006). *Physical Education TEKS: A Guide for teachers: Grades K-5*. Austin, TX, Texas Association for Health, Physical Education, Recreation and Dance. (If not available in UNTD Bookstore. For online order form, see http://www.tahperd.org/LINKS/SUB_LINKS/PUBLICATIONS/publications_pdfs/pe_teks_order_form_web.pdf)

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**

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 TEA EC-6 PE & Health

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 1.2 TEKS K-5 .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*

1.3 4.1, 4.3 TEKS K-5 .2, .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*

1.5 3.8 TEKS K-5 .2

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 1.3 TEKS K-5 .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*

2.3 1.3, 1.7

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 1.4, 2.7

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, Reflection*

3.2 6.1

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, Reflection*

3.3 6.2

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, Reflection*

3.5 1.5, 1.9, 5.2

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.

Address learning objectives to the progressive utility of skills, as per the Generic Levels of Skill Proficiency

Evaluation: *Lesson Plans*

3.6 6.3 TEKS K-5 .6, .7

11 Demonstrate effective verbal and non-verbal communication skills.

Create a positive learning environment.

Evaluation: *Class Participation, Peer Teaching, Reflection*

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.

Integrate the domains of learning so students are engaged physical, cognitively and psycho-socially

Evaluation: *Peer Teaching, Reflection*

4.2 4.2, 4.4, 6.4, 6.5, 6.7 TEKS K-5 .4

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, Reflection*

4.3 3.6

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, Reflection*

4.4 6.6

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

Think several steps ahead.

Evaluation: *Peer teaching, Reflection*

4.5 3.1, 3.3, 3.5, 4.5, 5.3 TEKS K-5 .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, Reflection*

5.1 1.6

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, Reflection*

5.2 1.6

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, Reflection*

6.1 2.4, 3.2, 3.4, 5.1

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

Evaluation: *Class Participation, Peer Teaching*

6.3 1.8

20 Communicate in ways that convey respect and sensitivity

Evaluation: *Class Participation, Peer Teaching, Reflection*

6.4 6.8

Course Outline

An outline of the course content has been posted on Blackboard Learn. Under *Course Content*, see "Outline_Reading_Summer13.doc". That document segments the course into Sections. Each Section is of variable length. The course is front-loaded, meaning we may not get to the last few Sections, but all the course objectives will be met.

Course Evaluation Methods

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

Blackboard quizzes – After reading, viewing or listening to materials assigned in "Outline_Reading_Summer13.doc", there are related quizzes on Blackboard. Notice of each quiz is included at the end of each Section.

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

For example; Students will write a Reflection on their Peer Teaching experiences, to be subsequently uploaded to TK20.

New Assignment: I do not typically provide opportunities for extra credit or 'make-ups'; but here is a challenge. I have recently developed a couple Powtoons as a novel strategy to reinforce course content. **See me first**, but I can see me giving credit if you create similar course materials using Powtoons or other interesting apps. It is a good way to gain experience applying technology to teaching methodology, but I would also want to see that you have an appropriate understanding of content in this course.

Lesson Plans – 2-3 lesson plans

(Exact requirements vary from semester to semester, but the following themes are typical:)

#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

(For the summer 2013 course you may or may not be writing Lesson Plans. I am considering some different strategies to reinforce the notion of you, as a classroom teacher, integrating physical activity with other content.)

Attendance & 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 non-awareness 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 only as an 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	15
Assignments	5
Lesson Plans (or equivalent)	20
Attendance/Participation	15
Final Exam	<u>20</u>
	100

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.

Students will be referred to PAWS Performance review if they are at 70% or below at the end of the second week of the 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.

TK20: All Education Majors are required to purchase a subscription to TK-20. This is a data aggregator 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.

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.**

4 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)

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.

*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 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 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 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

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.