

University of North Texas at Dallas

Fall 2015

Syllabus

KINE 3551: PHYSICAL & HEALTH LITERACY 3 HRS	
Division of	Education and Human Services
Instructor Name:	Renee O'Donnell
Instructor Location:	Online
Office Phone:	
Email Address:	renee.odonnell@untdallas.edu
Office Hours:	By Appointment Only*
Classroom Location:	Online
Class Meeting Days & Time:	Students are required to set aside 3 hours a week to dedicate to this online course
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 (textbook) Additional 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.
Recommended Text and References:	(Will be supplied via Blackboard)
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@fheg.follett.com

	Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 (http:// www.coe.unt.edu/tk20) (TBA) Student subscriptions are effective for 7 years from date of purchase)
--	--

Course Goals or 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 intended for Education and Kinesiology majors to learn how to incorporate movement in the classroom or in the gymnasium. With physical education program's phasing out and teachers not understanding how to teach movement education, this course illuminates movement education framework. At the end of this course student's will feel comfortable teaching children of all levels movement education and have a broader understanding of the TEKS and NASPE guidelines.

Learning Objectives/Outcomes:

The student will be able to (through practical assessment and in writing):

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)

Demonstrate competencies for using word processing software, library search engines (computer), complete class assignments and the Blackboard System. (<https://ecampus.unt.edu/webct/>)

Course Timeline	Topics
Week 1: Aug 24	Introduction to class: Syllabus; Course requirements; TK 20; Personal Introduction DB (Discussion Board)*
Week 2: Aug 31	Chapter 1 & 2; Pocket Cards; MEF Tree; DB Question 1
Week 3: Sept 7	Chapter 3; DB Question 2
Week 4: Sept 14	Chapter 4 & 5; Flow Maps; DB Question 3
Week 5: Sept 21	Chapter 6; 7-Step process; Lesson Plan 1 Due
Week 6: Sept 28	Peer Review of Lesson Plan 1; Literature Review 1 Due; Review for midterm exam- Online chat discussion TBD (To be determined)
Week 7: Oct 5	Midterm
Week 8: Oct 12	Chapter 7; DB Question 4
Week 9: Oct 19	Chapter 8: Space; Chapter 9: Effort; Lesson 2 Due
Week 10: Oct 26	Peer Review of Lesson Plan 2; Literature Review 2 Due
Week 11: Nov 2	Chapter 10: Relationships; Chapter 11: Educational Games
Week 12: Nov 9	Chapter 12: Educational Gymnastics; Chapter 13: Educational Dance; Lesson 3 Due

Week 13: Nov 16	Peer Review of Lesson Plan 3; Literature Review 3 Due
Week 14: Nov 23	Behavior Change Project Due
Week 15: Nov 30	Review for Final Exam- Online chat TBD
Week 16: Dec 7	Final Exam

Course Evaluation Methods

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

Exams: One written examination and one objective final examination designed to measure knowledge of presented course material

Behavior Change Project: Each student will be expected to have a behavior change goal to work on through the remainder of the semester (and hopefully after this class). This is meant to encourage healthy and positive behavior choices either by adopting a good behavior or terminating a bad behavior. These graphs will be used to track the progress of each student, and submitted in the final project paper.

Projects: 3 lesson plans are “extended” versions appropriate to determining the ability of the Teacher Candidate to apply relevant knowledge. Students will submit each Lesson Plan for formal evaluation.

Face-to-Face/Hybrid Class Only: Peer teaching and Role Play are integrated with the Lesson Plans and designed to approximate the experience actually teaching. The 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.

Online Only: In lieu of peer teaching, online students will provide peer responses to 2 of their classmates for each Lesson Plan submission (3 total). These responses will provide constructive feedback for their lesson along with modifications that can strengthen the lesson plan. This is meant to engage the students and provide quality feedback for future practice.

Discussion Board Questions: Questions pertaining to the lectures will be given throughout the semester to enhance class discussion and material. Each student will have to respond to 2 peers to receive full credit for the DB Question assignment.

Grading Matrix:

Instrument	Value (Points)	Total
Behavior Change Project	40	40
Literature Review	3 @ 10 points each	30
Projects	Lesson Plans @ 30 each	90
Discussion Board Questions	4 @ 10 points each	40
Midterm	Written	100
Final	Objective	100
Total		400

Grade Determination:

- A = 360+
- B = 320- 359
- C = 280- 319
- D = 240- 239
- F = 238-

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.

Assignment Policy:

If a student wishes 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 will be considered later than one week prior to the final exam, UNLESS A SERIOUS INTERRUPTIVE EVENT OCCURS WITHIN THAT TIME PERIOD. It is within 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.

Format and deadline for each assignment is included in the rubric for that assignment, and posted on Blackboard. Late assignments will not be accepted beyond the next class period, and are still subject to the late penalty.

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.

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 UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

*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 a fair amount of physical activity, yet the campus has no indoor or outdoor facilities designed specifically for physical activity. Therefore, dress in layers so as to be comfortable in either indoor A/C or outdoor sunlight.

Dress for easy movement. Avoid restrictive clothing and fabrics that could be damaged by active movement and/or contact with the ground. Be sensible (no dresses, skirts, high heels) and professional (no flip-flops, dangling jewelry, etc.).

Once common activity locations have been identified, a note will be left on the classroom door as we exit for activity.

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.

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 student colleague to obtain a copy of the class notes, if they are absent.

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.