

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PHED 274: Dance and Educational Gymnastics (2 credits)
Spring 2010

DAY/TIME: Tuesday, 4:30-7:10 p.m. **LOCATION:** Olde Creek Elementary School
INSTRUCTOR: Ms. Smet **EMAIL ADDRESS:** msmet@gmu.edu
Mrs. Sting mjsting@fcps.edu
OFFICE LOCATION: None **OFFICE HOURS:** By appointment only
PHONE NUMBER: 703-426-3213/3113 **FAX NUMBER:** 703-993-2126 (FX)

PREREQUISITES: BPRE/BSED PHED Majors only

COURSE DESCRIPTION: Focus on skill development and content knowledge in dance, rhythmical skills and educational gymnastics. Specific dance forms include creative dance, international folk dance, recreational and contemporary dances. A variety of teaching methods and skill progressions are presented.

COURSE OBJECTIVES:

At the completion of this course, students will be able to:

1. Demonstrate skill and content knowledge in dance and educational gymnastics.
2. Self-assess and gain feedback from instructor and peer analysis
3. Provide the history of dance and gymnastics
4. Show refined movements in dance and gymnastics for developing routines
5. Analyze the skills of others and provide feedback as appropriate
6. Use authentic assessment and student developed rubrics
7. Adapt music and equipment for varied skill levels in dance and gymnastics
8. Show in-depth knowledge of planning special dance and gymnastics events similar to those practiced in public schools

REQUIRED TEXT for Dance portion of class

Cone, Theresa Purcell and Stephan Cone (2005) Teaching Children Dance. Champaign, IL: Human Kinetics

REQUIRED TEXT for Gymnastics portion of class:

Werner, Peter H. (1994). Teaching Children Gymnastics. Champaign, IL: Human kinetics

EVALUATION: Grading Scale:

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90-93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

**** Students are responsible for all work conducted in class regardless of being absent.**

Assessment:	%
Exams/Quizzes =	30%
Projects/Activities/Presentations =	30%
Skill Evaluation =	40%

MASON ATTENDANCE POLICY:

Students are expected to attend class. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus. **Attendance is taken prior to the start of class. Two absences (a week of classes) are permitted. An arrival of 10 minutes or less constitutes a tardy. Two class tardies equal one absence; 3-4 absences equals deduction of 2 grade points from your total grade; 5 or more absences equals deduction of 3 grade points each. Arrivals that are more than 10 minutes late are considered an absence. Students are solely responsible for submitting assignments on time and for obtaining any class information from classmates including lecture notes, updates, changes of calendar and handouts due to absences. Assignments and tests must meet deadlines or no credit is earned.** Computer and printer failures are not excused. Advance approval from the professor is needed for exceptions. Only extreme emergencies and university-sponsored functions are exempt from this policy.

PROFESSIONAL DISPOSITIONS: This course is foundational to all courses that lead to teacher licensure and the BS. Ed. Degree. Student attendance and participation in class activities are directly related to professional development and dispositions in this career; therefore, you are expected to attend class regularly. You are entering a licensure program that requires several developmental stages toward becoming a professional committed to student learning in schools. Professional dispositions are values, attitudes and professional ethics toward learners, peers, professors and the learning process. You will self-evaluate on dispositions throughout the semester and examine your commitment to the teaching profession.

APPROPRIATE DRESS: You are required to dress for activity. Clothing that is appropriate for movement and will not restrict your motion should be worn. Athletic shoes and socks are required. Sometimes we will dance barefoot.

TENTATIVE COURSE SCHEDULE:

T	January	20	Lecture: What is Children's Dance and Why Should it be Taught" Lab: Brain dance warm up Introduction to dance elements and improvisation Assignments: Read Cone chapters 1 and 2 Log onto Blackboard and print out the syllabus
T	January	26	Lecture: Essential Content for Children's Dance Lab: Locomotor skills and exploration of dance elements, creating a sports dance Assignment: Cone chapters 3 and 4
T	February	2	Lecture: Creating a dance setting and designing a dance unit Lab: International Folk dance Assignment: Cone chapter
T	February	19	Lecture: Effective Teaching and Assessment of Dance Lab: Line dances and social dances Assignment:
T	February	16	Lecture: A Brief Journey through the History of Dance Lab: Hip Hop Chance Dance Assignment:
T	February	23	Lecture: Complete history lecture and course review Lab: Presentation of student projects
T	March	2	Completion of student projects if necessary Cumulative mid term exam
T	March	9	Spring Break
T	March	16	Snow make up day for dance
T	March	23	"Why is it Important to Teach Children Gymnastics?" Lab: Rolling skills Homework: ❖ Read chapters 1 and 2 in text
T	March	30	"Tailoring Gymnastics to fit your Teaching Situation" Lab: Weight Transfer Quiz Homework: ❖ Read chapter 3 in text pp. 39-50 ❖ Read Lynda M. Nilges "Educational Gymnastics-Stages of Content Development" <i>Journal of Physical Education Recreation and Dance</i> (March 1997) V.68 (3) 50-55

T	April	6	<p>“Incorporating Gymnastics into your Teaching”</p> <p>Lab: Jumping and Landing</p> <p>Student Presentations</p> <p>Quiz</p> <p>Homework:</p> <ul style="list-style-type: none"> ❖ Read pp. 50-64 in text ❖ Read Lynda M. Nilges “Refining Skill in Educational Gymnastics” <i>Journal of Physical Education Recreation and Dance</i> (March 1999) V. 70 (3) 43-4
T	April	13	<p>“Skill Themes and Learning Experiences, Process Variables”</p> <p>Lab: Balance Skills</p> <p>Student Presentations</p> <p>Quiz</p> <p>Homework:</p> <ul style="list-style-type: none"> ❖ Read Chapter 4 in text pp. 65-81 ❖ Read Lynda M. Nilges-Charles, “Assessing Skill in Educational Gymnastics” <i>Journal of Physical Education Recreation and Dance</i>, Vol79, No 3 (March 2008) pp.41-51
T	April	20	<p>“Assessing Children’s Progress in Gymnastics”</p> <p>Student Presentations</p> <p>Quiz</p> <p>Homework</p> <ul style="list-style-type: none"> ❖ Read Linda Rikard, “Developmentally Appropriate Educational Gymnastics for Children” <i>Journal of Physical Education, Recreation and Dance</i>, V. 63, No. 6 (August 1992) pp.44
T	April	27	<p>Student Presentations</p> <p>Work on final assessment projects</p> <p>Quiz</p>
T	May	4	<p>Peer assess final projects</p> <p>Perform final assessment projects</p> <p>Course Review</p>
SA	May	8	<p>Final Exam Saturday 4:30 – 6:30</p>

Note: Faculty reserves the right to alter the schedule as necessary.



- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester [See www.gmu.edu/student/drc]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>