

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**  
**PHED 274: Dance and Educational Gymnastics (2 credits)**  
**Spring 2011**

**DAY/TIME:** Tuesday, 4:30-7:10 p.m.

**LOCATION:** RAC Classroom/LINN GYM

**INSTRUCTORS:** Mary Jo Smet

**EMAIL ADDRESS:** [masmet@fcps.edu](mailto:masmet@fcps.edu)

Marilynn Sting

[mjsting@fcps.edu](mailto:mjsting@fcps.edu)

**OFFICE LOCATION:** None

**OFFICE HOURS:** By appointment only

**PHONE NUMBER:** 703-426-3213

703-426-3113

**COURSE DESCRIPTION:**

Skill and content knowledge in dance, rhythms, and educational gymnastics.

**Notes**

Open to BPRE and BSED PHED majors only.

**Hours of Lecture or Seminar per week:** 0

**Hours of Lab or Studio per week:** 2

**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+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-93	B = 84-86	C = 74-76	D = 65-66
	B- = 80-83	C- = 70-73	F = 64 or less

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

**Assessment is based on a total of 100 points for dance half of the course and 100 points for the gymnastics half of the course. The two grades will be averaged.**

**Dance:**

Class participation Rubric = 12%

Journal entries = 18%

Skill work = 25%

Exams and quizzes = 25%

Final Project = 20%

**Gymnastics:**

Quizzes = 20%

Skill work = 25%

Final assessment project = 15%

Gymnastics teaching lesson = 20%

Gymnastics final exam = 20%

**MASON ATTENDANCE POLICY:**

Students are expected to attend every class. Class attendance is essential for success in this course. In-class participation is important to the individual student and to the class as a whole. Because class participation will be a factor in grading, instructor 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. One absence in the dance portion and one absence in the gymnastics portion of this class is permitted at no consequence to a student's grade. For each absence beyond this limit, the student's final grade will drop one full letter. For example: If a student misses 2 times in the Dance portion of this class and 0 times in the gymnastics portion and their final grade would have been a "B", they will now earn a final grade of a "C".** Moreover, four absences may result in a failing grade. It is **not** possible to make up any missed classes.

**Regarding coming late and/or leaving class early:**

**An arrival of 10 minutes or less constitutes a tardy. Two class tardies equal one absence.**

**Arrivals that are more than 10 minutes late are considered an absence.**

If it is necessary to leave class early, inform the instructor ahead of time. Leaving class early will count as 1/2 attendance.

**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.

**Grading Standards:**

- A grade of “A” is given for superlative work that demonstrates a profound commitment to the course material, and further, that goes on to employ this material as a springboard for independent thought and work.
- A grade of “B” is given for very good work that completely fulfills all the requirements of the course in a conscientious and dedicated manner, and that demonstrates mastery of the course content.
- A grade of “C” is given for work that fulfills all the requirements of the course in a satisfactory manner, but that falls short of demonstrating rigor and mastery.
- A grade of “D” is given for work that is unsatisfactory
- A grade of “F” is given for work that fails to fulfill the requirements of the course.

**GMU Add/Drop Policy:** The last day to drop this class with no tuition penalty is 2/8/11. The last day to drop this class with a 33% tuition penalty is 2/15/11. The last day to drop with a 67% tuition penalty is 2/25/11.

*Honor Code, Copyright, & Computing Policies:* **To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

You are expected to adhere to all University policies and guidelines during your participation in this course. All work must be your own. Inappropriate use of the work of others is a George Mason University Honor Code violation. Please review the University's website for information on the following: Honor Code and Judicial Procedures; Copyright/Fair Use; and Responsible Use of Computing.

**If you are a student with a disability and you need academic accommodations** please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office. Students must inform the instructor at the beginning of the semester, and the specific accommodation will be arranged through the Disability Resource Center.

**It is not possible to receive an incomplete grade in this class.** If you anticipate difficulty in completing this course see your instructor immediately to discuss your options.

**You are encourage to sign up for the Mason Alert System** by visiting the website <https://alert.gmu.edu>. An emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.

For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>

**NOTE:** Cell phones, pagers and alarms must be turned off in class. **No exceptions. Texting in class will result in a daily participation grade of "0".**

### **TENTATIVE COURSE SCHEDULE:**

T	January	25	<p>“What is Children’s Dance and Why Should it be Taught”            Lab: Introduction to dance elements and creative dance            Assignment: Cone chapters 1 and 2            Oliver and Hearn, <i>Dance is for All Ages</i>, <u>Journal of Physical Education, Recreation and Dance</u>, April 2008. Vol. 79, Iss.4, p.6-8,56 (4 pp.)</p>
T	February	1	<p>“Essential Content for Children’s Dance”            Lab: Exploration of dance elements and dance maps            Assignment: Cone chapters 3 and 4</p>
T	February	8	<p>“Creating a Dance Setting and Designing a Dance Unit”            Quiz            Lab: Line dances and folk dances            Assignment: Cone chapters 5 and 6</p>

T	February	15	<p>“Effective Teaching and Assessment of Dance”</p> <p>Lab: Social and square dance</p> <p>Assignment: Cone Part II</p>
T	February	22	<p>“A Brief Journey through the History of Dance”</p> <p>Lab: Tininkling</p> <p>Assignment: Prepare for final projects</p>
T	March	1	<p>Complete history lecture and course review</p> <p>Presentation of student projects</p>
T	March	8	<p>Completion of student projects</p> <p>Cumulative mid term exam</p>
T	March	15	Spring Break
T	March	22	<p>“Why is it Important to Teach Children Gymnastics?”</p> <p>Lab: Rolling skills</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>❖ Read chapters 1 and 2 in text</li> </ul>
T	March	29	<p>“Tailoring Gymnastics to fit your Teaching Situation”</p> <p>Lab: Weight Transfer</p> <p>Quiz</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>❖ Read chapter 3 in text pp. 39-50</li> <li>❖ 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</li> </ul>
T	April	5	<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"> <li>❖ Read pp. 50-64 in text</li> <li>❖ 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</li> </ul>

T	April	12	<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"> <li>❖ Read Chapter 4 in text pp. 65-81</li> <li>❖ 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</li> </ul>
T	April	19	<p>“Assessing Children’s Progress in Gymnastics”</p> <p>Student Presentations</p> <p>Quiz</p> <p>Homework</p> <ul style="list-style-type: none"> <li>❖ 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</li> </ul>
T	April	26	<p>Student Presentations</p> <p>Work on final assessment projects</p> <p>Quiz</p>
T	May	3	<p>Peer assess final projects</p> <p>Perform final assessment projects</p> <p>Course Review</p>
T	May	10	Final Exam

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



- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].