

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PHED 274: section 001 Dance and Educational Gymnastics (2 credits)
Fall 2013

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

PROFESSOR: Chris Dofflemyer

LOCATION: RAC 2203

EMAIL ADDRESS: rdoffle1@gmu.edu
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OFFICE LOCATION: TBA

PHONE NUMBER: 703-973-2006

OFFICE HOURS: By appointment only

FAX NUMBER: 703-633-7597

PREREQUISITES: BPRE/BSED PHED Majors only

COURSE DESCRIPTION: Skill and content knowledge in dance, rhythms, and educational gymnastics.

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. Present refined movements in dance and gymnastics for developing routines
5. Analyze the skills of others and provide feedback as appropriate
6. Conduct authentic assessment and student developed rubrics
7. Prepare music and equipment for varied skill levels in dance and gymnastics
8. Demonstrate in-depth knowledge of planning special dance and gymnastics events similar to those practiced in public schools

PROFESSIONAL ASSOCIATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards:

National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education (NASPE)

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

*Standard 2: Skill and Fitness Based Competence**

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

COURSE OVERVIEW

1. Participate [listen, respond, present, discuss] in a thoughtful, informed constructively critical manner.
2. All written work [papers, projects and tests] carefully and promptly done. Unauthorized late

- assignments will automatically receive a grade lower than if it were completed on time.
3. Give evidence of having read significantly from text, current periodicals, or equivalent sources evidenced by comments and questions in discussions and presentations or citations in written work.
 4. Confer with the instructor when the need arises.
 5. Modeling - For each gymnastic skill/Dance, instructor will present a basic skill[s] application and/or strategies lesson. Lessons will consist of motor development, motor learning and/or biomechanics that relate to the skill[s].

REQUIRED TEXT for Dance portion of class

Cone, T.P., & Cone, S. (2005) Teaching Children Dance. Champaign, IL: Human Kinetics

REQUIRED TEXT for Gymnastics portion of class

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

NATURE OF COURSE DELIVERY: Face to Face

EVALUATION: Grading Scale:

A = 94-100	B+ = 87-89	C+ = 78-79	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 500 points for dance half of the course and 500 points for the gymnastics half of the course. The two grades will be averaged for the final grade using a 1000 points total.

Gymnastic Part 1

Requirement #1 - Participation [22.5%] - 225 pts (15 points/class attended) - Rubric located on *Blackboard*

- Attendance at all classes is expected. This is a hands-on, participatory course – you expected to be in attendance. Absenteeism will be reflected in one's final grade.
- Based on quality and quantity of daily participation, attitude, individual growth and group work in all classes.
- Class periods have been arranged into discussion and activity sessions. Please be sure to come prepared to each class period dressed and ready for active participation in a variety of team sport activities.
- Based on assignments of various kinds related to readings, discussions and questions/issues.

Requirement #2 – Journal writing [5%] – 50 pts (10 points per writing)

- Journal writing will be a reflection of lecture notes and assigned chapters in the text. You will be assigned 2-3 questions per week. Questions will be on blackboard

Requirement # 3 - Gymnastics Lesson Plan [10%] – 100 pts

- Prepare a Learn model lesson plan

- Link the state standards to the appropriate grade level indicator
- The lesson plan must fulfill all components of the learn model including the differentiated instruction and adaptation for diverse learners.
- The blank template will be posted on blackboard

Requirement # 4 – Rubric/Assessment [3.75%] – 37.5 pts

- Rubric development - Rubric located on Blackboard - You will be create/develop a rubric on the basic skills relative to the activity chosen

Requirement # 5 Presentation [10%] – 100 pts

General Presentation Information

- Presentation and development of an activity:
- That relates to and strengthens basic/specific gymnastic skills (Skill Related Lesson)
- Example - a lead-up skill or progressive skill (presentation objectives should relate to skill criteria chosen)
- Some aspects of cognitive thought should be included
- There should also be some mention as to how this/these skill[s] relate to other learning strands [exercise physiology, biomechanics, motor learning, social/psychology, aesthetics, and history].
- Make constant referrals/cues during your lesson of your activity's relevance to the skill/unit being taught!
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement.*
- Be creative, innovative, and resourceful as you plan and implement these lessons.
- You will teach lesson to remainder of class.
- There is no set time frame for presentations – quality presentations are expected

Gymnastic EXAM Written Objective [10%]

100 Points

- Short answer, comprehensive to include lecture, discussion, worksheets, above requirements & text reading references.

Part 2 Dance Portion of the class

Requirement #6 – Journal writing [5%] – 50 pts (10 points per writing)

- Journal writing will be a reflection of lecture notes and assigned chapters in the text. You will be assigned 2-3 questions per week. Questions will be on blackboard

Requirement # 7 - Dance Lesson Plan [10%] – 100 pts

- Prepare a lesson plan using the GMU Lesson Plan Template which will be posted on blackboard
- Link the state standards to the appropriate grade level indicator
- The lesson plan must fulfill all components including the differentiated instruction and adaptation for diverse learners.

Requirement # 8 – Rubric/Assessment [3.75%] – 37.5 pts

- Rubric development - Rubric located on Blackboard - You will create/develop a rubric on the basic skills relative to the activity chosen

Requirement #9 – Presentation at Cub Run Elementary School [10%]-100pts

- Presentation and development of an activity that relates to and strengthens basic skills of movement.
- Some aspects of cognitive thought should be included
- There should also be some mention as to how this/these skill[s] relate to other learning strands [exercise physiology, biomechanics, motor learning, social/psychology, aesthetics, and history].
- Make constant referrals/cues during your lesson of your activity's relevance to the skill/unit being taught!
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement.*
- Be creative, innovative, and resourceful as you plan and implement these lessons.
- You will teach the lesson to an assigned grade level at Cub Run ES in either a team teaching setting or to an individual class.

Requirement #10- Activity Portfolio [5%] 50 points - An accumulation of evidence about activities studied and experienced in PHED 274 The intention of this portfolio is for students to refer to in the future.

- Contents to include skill and activity worksheets, instructional worksheets, in class group reflection worksheets and miscellaneous samples of student work.
- This is a continuum from PHED 273 and PHED 275 and should be part of the complete portfolio.

DANCE EXAM Written Objective [10%] 100 Points

- Short answer, comprehensive to include lecture, discussion, worksheets, above requirements & text reading references.

Grading Scale Breakdown

Participation - Attendance = 15 points/15 class day.	22.5%	225 Points
✓ Journal entries	10%	100
✓ Individual Gymnastics Activity Pres.	10%	100
✓ Learn model Lesson Plan	10%	100
✓ Gymnastic Mid Term Exam	10%	100
✓ Rubric/Assessments	7.5%	75
✓ Individual Dance Activity Pres.	10%	100
✓ Team Dance presentation	5%	50
✓ Activity Portfolio	5%	50
✓ <u>Final Exam</u>	10%	100
✓ TOTAL	100%	1000 Points

Grading Scale			
900 - 1000	Points =		A
890 - 899	Points =		A-
850 - 889	Points =		B+
800 - 849	Points =		B
790 - 799	Points =		B-
750 - 789	Points =		C+
700 - 749	Points =		C
600 - 699	Points =		D
599 or less	Points =		F

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 15 minutes or less constitutes a tardy. Two class tardies equal one absence. Arrivals that are more than 15 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.

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	August	27	Defining Educational Gymnastics Developmentally Appropriate Gymnastics History of Gymnastics Lab: Traveling skills and Animal Movements HW-Read Chapters 1 and 2 in <u>Teaching Children Gymnastics</u> (Journal #1 on Chapter 1& 2)
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T	September	3	Effective Teaching Methods for Gymnastics Lab: Rolling skills/Tumbling HW-Read Chapter 3 in <u>Teaching Children Gymnastics</u> (Journal #2 on Chapter 3)
T	September	10	Scope and Sequence in Gymnastics Rolling Skills/Tumbling Read Chapter 4 in <u>Teaching Children Gymnastics</u> (Journal #3 on Chapter 4)
T	September	17	Assessing skill in Gymnastics Weight Transfer skills Reading: Look at the lessons in your textbook and choose one to teach or pick a skill that we worked on in class to write a lesson on and teach it.
T	September	24	Project assignments for Tumbling/weight on hands skills/inverted balance skills Prepare lessons using Learn Model template
T	October	1	Prepare individual and partner tumbling routines Student taught lessons Learn Lesson Plan due!
T	October	8	Present individual and partner tumbling routines Student taught lessons Review for Gymnastics exam
T	October	15	Gymnastic Exam (Journal #4 Reflective on physical experience to date.)
T	October	22	Student taught lessons if necessary
T	October	29	Defining dance in Physical Education and why we teach dance. Overview of the course and expectations Lab: Beat coordination test Jump Rope skills HW-Read Chapters 1 and 2 in <u>Teaching Children Dance</u> (Journal #5 on Chapters 1 and 2)
T	November	5	Designing a Dance Unit Lab: Circle and folk dances Read Chapters 3 and 4 in <u>Teaching Children Dance</u> (Journal #6 on Chapter 3 & 4)
T	November	12	Effective teaching methods Lab: Line dances and Contra dances Determine groups for group dance project Read Chapter 5 in <u>Teaching Children Dance</u> (Journal #7 on Chapter 5)
T	November	19	Assessment of dance skill Lab: Using props in dance Work on group dance project Read Chapter 6 in <u>Teaching Children Dance</u> (Journal #8 on Chapter 6)

T	November	26	Lab: Dances in scattered spaces and creative dances Work on group dance project or (Guest Teacher Mrs. Knitter Tentative) Reflective Journal #9
T	December	3	Review for final Student taught dances Work on group dance project Group project rehearsal (Journal #10 Reflective post teacher presentation)
T	December	10	Final Exam Dance written final exam Student led dances if needed Portfolio projects due

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

