

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PHED 201-001 - Developmental Motor Pattern (3)
Spring 2016

DAY/TIME: M W 9:00-10:15 am
INSTRUCTOR: Mrs. Linda Krout
OFFICE LOCATION: Bull Run Hall, Rm. 228B
OFFICE HOURS: M-W 10:30-12:30

LOCATION: Rm. 214, Freedom Center
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PREREQUISITES: None

COURSE DESCRIPTION: Analyzes motor-skill development and prescription of activities from immature to mature stages.

COURSE OBJECTIVES: At the completion of this course, pre-service teachers should be able to:

1. Identify stages of children's motor development in the content areas of educational games, educational gymnastics and dance.
2. Observe and analyze children's performance of basic motor patterns
3. Develop reflection skills about the quality of your work with children
4. Design progressions for students at different motor stages and motivate ongoing participation.
5. Demonstrate competence in basic motor skills from the Skill Theme Approach for teaching physical education.
6. Apply the Skill Theme approach to developmentally appropriate educational games, gymnastics and dance
7. Analyze current statistics on children's physical activity patterns and health needs
8. Subscribe to and examine physical education websites for their value as teaching resources
9. Begin an ongoing process of developing a philosophy of teaching physical education and reflect on one's professional development.
10. Determine ways to encourage student self-motivation for physical activity.
11. Organize and lead class activities using managerial and instructional routines.

NASPE STANDARDS RELATED TO COURSE:

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.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

NATURE OF COURSE DELIVERY: face-to-face

REQUIRED READINGS:

- a) Graham, G., Holt/Hale, S., & Parker, M. (2013). Children Moving (9th ed.), New York, NY: McGraw-Hill Publishers

EVALUATION:

**** Students are responsible for all work conducted in class regardless of being absent. Email is strongly encouraged when absent but you MUST submit the assignment on the due date to receive full credit.**

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|--------------------------|------|-----|
| EXAM 1 | 20% | 100 |
| EXAM 2 | 20% | 100 |
| Skill Theme Presentation | 10% | 50 |
| Philosophy | 10% | 50 |
| Assignments | 20% | 100 |
| EXAM 3 | 20% | 100 |
| TOTAL | 100% | 500 |

Grading Scale:

465-500=A 450-464=A- 435 – 449 =B+ 415 – 434=B 400 – 414=B-
 385–399=C+ 365-384= C 350 – 364=C- 301-349=D <300=F

Attendance Policy

In accordance with the GMU Attendance Policies, “Students are expected to attend the class periods of the courses for which they register. 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.”

Professional dispositions: This course is foundational to all courses that lead to teacher licensure and the Bachelor of Science in Education 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.

The following scale will be used

- Two (2) absences are permitted
- Two (2) “tardies” = 1 absence*
- Two (2) “early departures” = 1 absence*
- 3 absences = 20 grade points
- Each additional absence = 15 points

*Attendance is taken at 9:00 am. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

****Students are responsible for all work conducted in class regardless of being absent. Email is strongly encouraged when absent with assignment attached on the date due to receive full credit for the assignment.**

Description of Assignments:

- a. Philosophy of physical education: Develop your physical education philosophy at the beginning of the semester and provide a more detailed philosophy at the end of the semester. Attach original version of the philosophy to the revised copy. There must be a revision or elaboration of your original paper. Include at least 3 resources for your bibliography
- b. Motor Skills Analysis: Use Haywood’s Component Approach to observe assigned motor patterns of children during your field observation. Acquire data on each child’s participation in and out of school and adapt several motor skills to motivate them. Rubric is provided. You will need to assess a child preferably in the K-3 grade level.

- c. Game Design: As part of a small group you will design an educational game in class that meets established criteria for a learning experience. You will organize and teach peers your game design.
- e. Popplet: You will be responsible for creating a popplet using the content from Chapters 1-3. All criteria will be posted on blackboard.
- f. Skill Theme Progression Presentation: You will be responsible for creating a progression of activities in a chosen skill theme and presenting it to your peers. The STA template on blackboard will be used. The progression of activities will be submitted online one week prior to the presentation in class for instructor approval.
- g. Peace Journal: You will be responsible for keep a journal entry 3 times a week which will be discussed and submitted at the end of the semester. All criteria will be posted on blackboard and a rubric will be provided.
- h. PE & Technology: During observation and analysis of motor skills you will videotape a peer in class using the application Ubersense or Coach's Eye and develop skills in analyzing mature motor patterns.
- i. EXAM #1: The content of the exam will consist of chapters 1, 2, 3, 4, 5, 13, 14, 15. The questions will be multiple choice, true/false and short answer.
- j. EXAM #2: The content of the exam will consist of chapters 16, 17, 19, 22, 23, 24 and Kathleen Haywood Components Approach. The questions will be multiple choice, true/false, fill-in and short answer.
- k. FINAL EXAM: The content of the exam will be partially cumulative and a specific focus on chapters 20, 21, 25,28,29,30. The questions will be multiple choice, true/false, fill-in and short answer.

TENTATIVE COURSE OUTLINE

Week 1

Jan. 18 (M): UNIVERSITY CLOSED

Jan. 20 (W): Introduction to course, purpose, objectives, policies. READ: Exercise is a State of Mind
PE, PA, PF: CK, PK, TK, TPAK
Virginia Standards Instructional Resources in PE
READ: The Importance of PE and Chapter 1

Week 2

Jan. 25 (M): **PHED Welcome Orientation, Bull Run Hall Atrium, 10:00**

Chapt. 1, The Value and Purpose of Physical Education for Children

READ: Get Out and Play and Chapter 2 Flipped Classroom/Blended Learning

Jan. 26 (T): Last Day to Add/Drop Classes

Jan. 27 (W): Chapt. 2, Skill Theme Approach - Newsprint

Assign Philosophy Paper

Week 3

Feb. 1 (M): Chapt. 3, Movement Concepts

Sports vs. STA, Sports to Skill Themes Lab

READ: Faster, Stronger, Smarter

Philosophy Due

Assign Popplet

Feb. 3 (W): Chapt. 4 Reflective Teaching

Chapt. 13, Space Awareness, Space Ship, red, green, yellow light

Pac Man; "Musical Chairs" using squad formation "NO Vacancy" or "City Street,

Week 4

Feb. 8 (M): Chapt. 5 Determining Generic Levels of Skill Proficiency
 Chapt.. 15, Relationships, Solo, Partner, Between Groups, Alone in a Mass, Magic Hoops
Popplet Due

Feb. 10 (W): Chapter 14, Effort “Change Gears”, “Follow the Leader”
 Time, Flow, Force WS

Week 5 Mid-Term

Feb. 15 (M): **EXAM #1**

Feb. 17 (W): Chapt. 19 Jumping and Landing George Graham
 Read: Skill Analysis
 Haywood’s Component Approach for observing motor pattern

Week 6

Feb. 22 (M): Chapt. 11 Observing Student Responses Video horizontal jump using Ubersense Application
 READ Over Arm Description
 READ: Throw Like a Girl
 Assign Motor Analysis

Feb. 24 (W): Chapt. 23, Throwing and Catching Kathleen Haywood
 Haywood’s Component Approach for observing motor patterns.
 Assessing the Developmental Level of Throwing
 Video each student’s throwing pattern using Ubersense Application

Week 7

Feb. 29 (M): Chapt. 23, Throwing and Catching, George Graham
 STA (Throwing) Presentation:
 STA (Catching) Presentation:
Motor Analysis Due

March 2 (W): Chapt. 16, Traveling
 Chapt. 17 Chasing Fleeing & dodging
 STA (Chasing Fleeing, Dodging) Presentation
 STA(Traveling) Presentation:

Week 8

March 7 (M): SPRING BREAK
 March 9 (W): SPRING BREAK

Week 9

March 14 (M): Chapt. 24, Volley & Dribbling Student Teacher Video
 STA Presentation (Volley):
 March 16 (W): Chapt. 24, Volleying & Dribbling
 STA Presentation (Dribbling)
 Chapt. 22 Kicking & Punting
 STA (Kicking) Presentation:

Week 10

March 21 (M):The Rise and Fall of Physical Education
 March 23 (W):The Rise and Fall of Physical Education Part II

Week 11

March 28 (M): EXAM #2

Rise and Fall Assignment Due

March 30 (W): Chapt. 25 Striking with Rackets and Paddles
STA Presentation (Paddles);

Week 12

April 4 (M): Chapt. 25 Striking with Rackets and Paddles
STA Presentation (Rackets);
Review criteria for Revised Philosophy

April 6 (W): Chapter 26 Striking with Long Handled Implements
STA Presentation (LHI): Lacrosse
STA Presentation (LHI): Floor Hockey

Week 13

April 11 (M): Chapt. 30 Skill Themes in Games
Game Design with Partners
Tchoukball
Revised Philosophy Due

April 13 (W):

Week 14

April 18 (M): Chapt. 29 Gymnastics
Chapt. 20 Balance READ: Balance – It Just Takes Practice
Solo balance, partner balance, group balance
STA(Balance)Presentation:
Peace Journal Due
Game Design Due

April 20 (W)

Week 15

April 25 (M): Chapt. 21, Transfer Weight and Rolling
STA (Weight Transfer) Presentation:
STA (Rolling) Presentation:

April 27 (W): Chapt. 28 Teaching Dance
Rhythmic Experiences, Expressive Dance, Cultural Dances, Creative Experiences
Locomotor, instruments, ribbon sticks, manipulative objects, jump ropes
William Tells' Overture Activity
32 count dance sequence

Week 16

May 2 (M) : Last Day of Classes
Predesigned Dance Experiences: Country Dance, Line Dancing, Cowboy Motion, Cowboy Boogie,
I Love a Rainy Night, Cultural Dance: VA Reel, German dance, Latin dance
Introduction to creative rhythmic experiences “Don’t call it **Dance**”

Final Exam: Per Final Exam Schedule: Monday, Dec 14th, 2015, 9:00-10:15 am

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University

Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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.

