

George Mason University
College of Education and Human Development
Health and Physical Education

PHED 274: section 001 Dance and Educational Gymnastics (2 credits)

Spring 2017

DAY/TIME: Tuesday, 4:30-7:10 p.m. **LOCATION:** RAC 2203/227B

Faculty

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Prerequisites/Corequisites

Open to BPRE/BSED PHED Majors only.

University Catalog Course Description

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

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].

Course Delivery Method

This course will be taught via lecture and lab.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 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.

Required Texts

Dance portion of class

Bennett, J., & Riemer, P. (2006). *Rhythmic Activities and Dance* (2nd ed.). Champaign, IL: Human Kinetics.

Gymnastics portion of class

Werner, P.H. , Williams, L., & Hall, T. (2012). *Teaching Children Gymnastics* (3rd ed.). Champaign, IL: Human Kinetics.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor, with hard copies or via email as requested.

- **Assignments and/or Examinations**

Part 1 – Gymnastic Portion of the Class

Requirement #1 – 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 # 2 – 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 # 3 – 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 # 4 – 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.

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Part 2 – Dance Portion of the class

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

- Journal writing will be a reflection of lecture notes, assigned chapters in the text and your attendance to at least one of the following George Mason Dance Company Concerts or one professional concert noted below:
 - GMU Dance Company Spring Gala Concert
 - Limited free tickets available to students (Date to be announced in class).
 - GMU Dance Company Fall Concert
 - Limited free tickets available to students (Date to be announced in class).
- You will be assigned 2 -3 reflective questions per week.
- You need to turn in your ticket stub, program and journal piece for concert attended.
- Reflective questions will be on blackboard.

Requirement # 6 – 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 # 7 – 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 #8 – 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 #9 – 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.

- **Other Requirements**

Participation [22.5%] - 225 pts (15 points/class attended) -

- 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.

Overview of Assignments and/or Examinations

✓ Journal Writing (Gymnastics & Dance)	10%	100 Points
✓ Individual Gymnastics Activity Pres.	10%	100 Points
✓ Learn model Gymnastics Lesson Plan	10%	100 Points
✓ Gymnastic Exam (Mid Term)	10%	100 Points
✓ Rubric/Assessments (Gymnastics & Dance)	7.5%	75 Points
✓ Dance Lesson Plan.	10%	100 Points
✓ Presentation @ Cub Run Elementary	5%	50 Points
✓ Activity Portfolio	5%	50 Points
✓ Dance Exam (Final)	10%	100 Points
✓ <u>Participation - 15 points x15 class day.</u>	<u>22.5%</u>	<u>225 Points</u>
✓ TOTAL	100%	1000 Points

Grading Scale:

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D = 60-69%
A- = 90-93%	B = 84-86%	C = 74-76%	F = 59% or less
	B- = 80-83%	C- = 70-73%	

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

Professional Dispositions

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

Class Schedule

T	January	24	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)
T	January	31	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	February	7	Scope and Sequence in Gymnastics Rolling Skills/Tumbling Read Chapter 4 in <u>Teaching Children Gymnastics</u> (Journal #3 on Chapter 4)
T	February	14	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	February	21	Project assignments for Tumbling/weight on hands skills/inverted balance skills Prepare lessons using Learn Model template
T	February	28	Prepare individual and partner tumbling routines Student taught lessons Learn Lesson Plan due!
T	March	7	Gymnastic Exam (Journal #4 Reflective on physical experience to date.)
T	March	14	No class Spring Break Recess
T	March	21	Discuss Exam and start apparatus (beam/vault) practical experience
T	March	28	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>Rhythmic Activities and Dance</u> (Journal #5 on <u>apparatus equipment</u>)

T	April	4	Designing a Dance Unit Lab: Circle and folk dances Read Chapters 3 and 4 in <u>Rhythmic Activities and Dance</u> (Journal #6 on Chapter 3 & 4)
T	April	11	Effective teaching methods Lab: Line dances and Contra dances Determine groups for group dance project Read Chapter 5 in <u>Rhythmic Activities and Dance</u> (Journal #7 on Chapter 5)
T	April	18	Assessment of dance skill Lab: Using props in dance Work on group dance project Read Chapter 6 in <u>Rhythmic Activities and Dance</u> (Journal #8 on Chapter 6)
T	April	25	Lab: Dances in scattered spaces and creative dances Work on group dance project or (Guest Teacher Mrs. Knitter Tentative) Reflective Journal #9
T	May	2	Review for final Student taught dances Work on group dance project Group project rehearsal (Journal #10 Reflective post teacher presentation)
T	May	9	Reading day No class
T	May	16	Dance written Final exam Student led dances if needed Portfolio projects due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.