

**PHED 3500****EDUCATIONAL GAMES, GYMNASTICS, AND DANCE**

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Prerequisite: Admission to Teacher Education

**COURSE DESCRIPTION**

This course focuses on the developmental stages of selected motor patterns fundamental to educational games, gymnastics, and dance. Students develop and practice the skill theme approach to teaching fundamental movement patterns to elementary and middle school students. Students also develop observation and analysis skills for diagnosing children's motor patterns.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus

## **COURSE OBJECTIVES**

Students will:

1. analyze various skill themes and how they correlate with movement concepts of body, space awareness, effort and relationships  
(*Knowledgeable; Lifelong Learners*)  
(Graham, Holt/Hale & Parker 2007; Hastie & Martin, 2006);
2. demonstrate proficiency in motor and manipulative skills such as traveling, chasing, fleeing, dodging, jumping and landing, balancing, transferring weight and rolling, kicking and punting, throwing and catching, volleying and dribbling, striking with rackets and paddles and, striking with long handled implements, in order to provide accurate demonstrations to physical education students  
(*Adaptive; Lifelong Learners; Knowledgeable*)  
(Graham, Holt/Hale, & Parker, 2007; Hastie & Martin, 2006; Mood, Musker, & Rink, 2007);
3. perform basic individual and partner gymnastic skills alone, in combination, and in sequence while using mats and small and large equipment, in order to provide accurate demonstrations to physical education students.  
(*Collaborative; Leaders; Adaptive*)  
(Graham, Holt/Hale, & Parker, 2007; Werner, 2004);
4. use extension, refinement, and application tasks to accommodate individual differences in gymnastic ability  
(*Adaptive; Empathetic; Proactive*)  
(Graham, Holt/Hale, & Parker, 2007; Werner, 2004);
5. describe the safety considerations for teaching gymnastics in public schools  
(*Knowledgeable; Leaders*)  
(Graham, Holt/Hale, & Parker, 2007; Werner, 2004);

6. develop the skills necessary to skillfully spot and assist students who are attempting to perform gymnastics and tumbling skills  
(*Leaders; Adaptive*)  
(Graham, Holt/Hale, & Parker, 2007; Werner, 2004);
7. effectively perform a variety of folk, ethnic, and cultural dances  
(*Culturally Sensitive; Proactive; Empathetic*)  
(Graham, Holt/Hale, & Parker, 2007); and
8. analyze the dance skills of self and others and provide appropriate feedback to foster the acquisition of skill among individuals  
(*Lifelong Learners; Collaborative; Proactive*)  
(Graham, Holt/Hale, & Parker, 2007).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Texts**

Graham, G., Holt/Hale, S., & Parker, M. (2007). *Children moving* (8th ed.). Upper Saddle River, NJ: McGraw-Hill.

Additional readings as assigned

### **References**

Hastie, P., & Martin, E. (2006). *Teaching elementary physical education: Strategies for the classroom teacher*. Upper Saddle River, NJ: Benjamin Cummings.

Mitchell, S.A., Oslin, J.L., & Griffen, L.L. (2003). *Sport foundations for elementary physical education: A tactical games approach*. Champaign, IL: Human Kinetics.

Mood, D.P., Musker, F.F., & Rink, J.E. (2007). *Sports and recreational activities* (14th ed.). Upper Saddle River, NJ: McGraw-Hill.

Reeves, H. (1985). *Song and dance activities for elementary children*. Upper Saddle River, NJ: Prentice Hall.

Ward, P. (1996). *Teaching tumbling*. Champaign, IL: Human Kinetics.

Werner, P.H. (2004). *Teaching children gymnastics* (2nd ed.). Champaign, IL: Human Kinetics.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework.** Because of the broad nature of the course, most conceptual framework descriptors are covered in course lectures and in-class lab activities. At the conclusion of the course, students will have demonstrated achievement in the areas of *leaders*: taking responsibility for decisions and capitalizing on opportunities to implement appropriate skill development (**Assignments 2, 3, 4**); *lifelong learners*: studying the effectiveness of organizational practices and decision making paradigms (**Assignments 1, 3**); *adaptive*: promoting change in organizational practices and attitudes to meet the needs of physical education students (**Assignments 1, 2**); *collaborative*: working with others to design developmentally appropriate lessons and activities (**Assignment 3**); *cultural sensitivity*: developing lessons and activities that correctly reflect a desired culture in a physical education setting. (**Assignment 3, 4**); *empathetic*: demonstrating sensitivity to the physical needs of individuals, when developing physical education lessons (**Assignments 3, 4**); *knowledgeable*: drawing upon experience, professional knowledge, and the most recent research when making decisions and implementing policies (**All Assignments**); being *proactive*: developing lessons for students that offer several levels and opportunities for success (**Assignments 3, 4**).

### Assignments

#### 1. Exams (50 points each)

Students will take a mid-term and final exam that cover assigned readings, course lectures, and in-class labs. Exams will contain multiple choice, short answer, and essay items.

Course objectives: 1, 4, 5, 6

#### 2. Skill Assessments – Gymnastics and Dance (60 points each)

Students will perform basic skills in gymnastics and dance. Students will be assessed (including self and peer assessment) on their ability to perform the skills at the following levels: emerging, adequate and mastery, using a rubric provided by the instructor.

Course objectives: 2, 3, 7, 8

#### 3. Educational Game (40 points)

Students will develop and design an educational game that meets established criteria for a learning experience for elementary or middle school students. Students will present the game to the class for instruction and play.

Course objectives: 2

#### 4. Drill Notebook (40 points)

Students will develop a notebook with a variety of educational games, gymnastics activities, and educational dances, suitable for use in physical education settings. Students must locate or create ten different activities for each content area in the notebook (games, gymnastics, and dance).

Course objectives: 1, 2, 3, 4, 5, 6, 7, 8

## **GRADING POLICY**

- A (90-100%) = 270 - 300 points
- B (80-89%) = 240 - 269 points
- C (70-79%) = 210 - 239 points
- D (60-69%) = 180 - 209 points
- F (below 60%) = less than 180 points

## **CLASS POLICIES**

### **Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

### **E-mail**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

### **Professional Disposition**

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional

dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

### **Foliotek**

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (Foliotek).

### **Work Credit**

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

### **Americans with Disabilities Statement (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

### **Academic Integrity and Honor Code Pledge**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

#### Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

**\*\*If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.**

**CLASS OUTLINE**

<b>Week</b>	<b>Topic</b>
<b>1</b>	Introduction and Course Syllabus
<b>2</b>	Begin Educational Games Skill Themes Movement Concepts
<b>3</b>	Effort Qualities Relationships
<b>4</b>	Generic Skill Levels
<b>5</b>	Traveling Patterns
<b>6</b>	Observation techniques
<b>7</b>	Throwing and Catching
<b>8</b>	Volleying and Dribbling
<b>9</b>	Striking Skills
<b>10</b>	Mid-Term Exam
<b>11</b>	Begin Educational Gymnastics Basic Movements
<b>12</b>	Tumbling in Educational Gymnastics Safety in Educational Gymnastics
<b>13</b>	Balances in Educational Gymnastics
<b>14</b>	Begin Educational Dance Rhythms and Dance: Folk, Ethnic and Cultural Dances
<b>15</b>	Rhythms and Dance: Pedagogy Rhythms and Dance: Educational Dance in Schools
<b>16</b>	Final Exam