PHED 3500 (01) EDUCATIONAL GAMES, GYMNASTICS, AND DANCE (Fall 2016)

Class Meeting Time/Location | MW 1:00-2:40 | Online Hours | N/A
---|---|---|---
Instructor | Dr. Brian Mosier | Telephone | 678-839-5424
Office Location | Coliseum 2030 | westga email | bmosier@westga.edu
Office Hours | By appointment | Skype or Google+ username | bmosier@westga.edu

Support for Courses

CourseDen D2L Home Page
https://westga.view.usg.edu/

Student Services
http://uwgonline.westga.edu/online-student-guide.php

D2L UWG Online Help (M-F:8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success
http://www.westga.edu/cas/
678-839-6280

24/7/365 D2L Help Center
Call 1-855-772-0423 or search:
https://d2lhelp.view.usg.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

University Bookstore
http://www.bookstore.westga.edu/

Ingram Library Services
http://www.westga.edu/library/

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (Shape America, GPS, and GaPSC)
are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

This course focuses on the development 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.

Prerequisites: Admission to Teacher Education Program

Required Text(s)

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:


Approaches to Instruction
This course will include teacher lecture and direct instruction, teacher- and student-led discussion, teacher and student demonstrations, teacher and peer observation and analysis, and individual and small group work.

Course Objectives and Learning Outcomes
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).

Assignments and Evaluation Procedures

Assignments

1. **Educational Game Assignment** Students will teach 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:** 1, 2

2. **Skill Evaluation – Gymnastics and Dance** 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, 4, 7, 8

3. **Quizzes and Exams** Students will take quizzes and exams throughout the course of the semester covering assigned readings, course lectures, and in-class labs. Quizzes/exams will contain multiple choice, short answer, and essay items.  
   **Course objectives:** 1, 4, 5, 6

Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Assessment Tools</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Educational Game</td>
<td>25%</td>
<td>Rubric</td>
<td>Aug 31</td>
</tr>
<tr>
<td>2. Skill Evaluation</td>
<td>40%</td>
<td>Rubric</td>
<td>Oct 5, 24, and Nov 28</td>
</tr>
<tr>
<td>3. Exams</td>
<td>35%</td>
<td>Answer Key</td>
<td>Sept 7, Oct 10, Nov 30</td>
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</table>

Grading

A (90-100%)
B (80-89%)
C (70-79%)
D (60-69%)
F (below 60%)

Note: A grade of C or better must be earned in this course for continuation in the program

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES
For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Attendance:** Students are expected to be at each class. Ten (10) points will be deducted from your overall grade for each absence that occurs beyond 2 absences. Students are expected to arrive on time to each meeting and remain in class for the duration of the class. Tardiness or leaving early will result in \(\frac{1}{2}\) absence (\(\frac{1}{2}\) absence + \(\frac{1}{2}\) absence = 1 absence).

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Extra Credit:** No extra credit is provided in this course.

**Late Work:** All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

**Professional Conduct:** 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.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration.

All students seeking teaching certification will be reviewed by all instructional faculty members during week twelve (12) 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. Specifically, in order for students to continue in the program and to student teach, student disposition evaluations must be as follows:

- Fall Junior Block, no more than 2 U or E marks;
- Spring Junior Block, no more than 1 U or E mark; and
- Fall Senior Block, no U or E marks.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

**Specific Course Policies for PHED 3500**

- Students must wear appropriate fitness attire. Failure to comply on any day will result in dismissal and absence from class.
- Any music used in the course must be approved by instructor.

**Additional Support Information**

**Center for Academic Success**
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

**UWG Cares**
If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Student Services**
Click on the following link Student Services for a listing of all services available to students at UWG.

**TENTATIVE CLASS OUTLINE**

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<th>Monday/ Wednesday</th>
<th>Activity</th>
<th>Assessment</th>
<th>Readings</th>
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<tr>
<td>8/10</td>
<td>Introduction and Course Syllabus Educational Games</td>
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<td>Chapter 2 &amp; 3: Children Moving</td>
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<td>8/15</td>
<td>Movement Analysis Framework</td>
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<td>Powerpoints on BSER Rink – Content Development and Analysis</td>
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<td>8/17</td>
<td>Developmental Analysis</td>
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<td>Rink Developmental Analysis/Game Stages</td>
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<td>8/22</td>
<td>Game Stages – Stage 1</td>
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<td>8/24</td>
<td>Chasing, Fleeing, Dodging Throwing Catching – Stage 2</td>
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<td>8/29</td>
<td>Strategy – Stage 3</td>
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<tr>
<td>8/31</td>
<td>Dribbling Striking Kicking</td>
<td>Volleyball/Frisbee/Wiffleball Games/Handball</td>
<td>Assignment 1 Due (Educational Game)</td>
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<td>9/7</td>
<td>Exam 1</td>
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<td>9/12</td>
<td>Educational Gymnastics Overview</td>
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<td>Gymnastics Readings</td>
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<td>9/14</td>
<td>Educational Gymnastics Overview</td>
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<td>9/19</td>
<td>Taking Weight on Hands</td>
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<td>9/21</td>
<td>Step-like Actions</td>
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<td>9/26</td>
<td>Rolling Actions</td>
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<td>9/28</td>
<td>Balancing Actions</td>
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<td>10/3</td>
<td>Develop Sequences</td>
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<td>10/5</td>
<td>Sequence Assessment</td>
<td>Skill Evaluation</td>
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<tr>
<td>10/12</td>
<td>Line Dance/Circle Dance</td>
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<td>Dance Readings</td>
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<td>10/17</td>
<td>Line Dane/Circle Dance</td>
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<td>10/31</td>
<td>Thriller</td>
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<td>11/2</td>
<td>Juggling</td>
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<td>Lumni Sticks</td>
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<td>Jump Roping Short</td>
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<td>Jump Roping Long</td>
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<td>11/28</td>
<td>Jump Rope Short/Long</td>
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<td>Skill Evaluation</td>
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