*Instructor Information*

Instructor: Brian Mosier  
Class Meeting Time & Location: 1:00-2:40  
Coliseum 2120  
Office Location: Coliseum 2030  
Telephone (direct): 678-839-5424  
Telephone (department): 678-839-6530  
Office Hours: Tuesday and Thursday 9:00-12:00, Friday by appointment.  
Westga email: bmosier@westga.edu

*Support for Courses*

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page  
D2L UWG Online Help (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu  
24/7/365 D2L Help Center  
Call 1-855-772-0423  
University Bookstore  
Student Services  

**College of Education 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 change lives and contribute to the betterment of society.

**College of Education Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, 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 and InTASC) 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.

Credit Hours: 2
Prerequisites: Admission to Teacher Education Program

Texts, Readings, and Instructional Resources

Required Text(s):

Suggested Text(s):

Required Instructional Resource: TK20 Subscription
Please select the link to access a pdf guide on how to purchase your account. If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the “How to” guides, visit the Tk20 webpage.

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

The student will:

1. analyze various skill themes and how they correlate with movement concepts of body, space awareness, effort and relationships (InTASC 1,2,4; SHAPE 1,2,5)
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 (InTASC 1,2,4; SHAPE 1,2,5)

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. (InTASC 3,4; SHAPE 1,2,4)

4. use extension, refinement, and application tasks to accommodate individual differences in gymnastic ability (InTASC 3,4; SHAPE 1,2,4)

5. describe the safety considerations for teaching gymnastics in public schools (InTASC 3,4,9; SHAPE 1,2,4)

6. develop the skills necessary to skillfully spot and assist students who are attempting to perform gymnastics and tumbling skills (InTASC 3,4,9; SHAPE 1,2,4)

7. effectively perform a variety of folk, ethnic, and cultural dances (InTASC 3,4; SHAPE 1,2,4)

8. analyze the dance skills of self and others and provide appropriate feedback to foster the acquisition of skill among individuals (InTASC 3,4; SHAPE 1,2,4)

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 Evaluations** – Students will perform basic skills estrategies in gymnastics and dance and net/wall games. Students will be assessed (including self and peer assessment) on their ability to perform the skills 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

Grading Information and Policy

<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 Games</td>
<td>25%</td>
<td>Rubric</td>
<td>Aug 31</td>
</tr>
<tr>
<td>2. Skills Evaluation</td>
<td>40%</td>
<td>Rubric</td>
<td>Oct 5, 24, and Nov 28</td>
</tr>
<tr>
<td>3. Quizzes/Exams</td>
<td>35%</td>
<td>Answer Key</td>
<td>Sept 7, Oct 10, Nov 30</td>
</tr>
</tbody>
</table>

Grading

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

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F=59% and below

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

Course 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.

Attendance Policy:
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 ½ absence (½ absence + ½ absence = 1 absence).

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.

*UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the “Additional Information” tab.

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. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility.
Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

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.

Network Etiquette:

Communication in an online setting takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Class Schedule Information (can be a separate document)

**Note**: Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

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<th>Monday/ Wednesday</th>
<th>Activity</th>
<th>Assessment</th>
<th>Readings</th>
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<td>Introduction and Course Syllabus</td>
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<td>Read Deliberate Practice as a Tool For Effective Teaching</td>
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<tr>
<td>8/20</td>
<td>Traditional V. Educational Games</td>
<td>Discussion on Effective Teaching and Educational Games Class Activity: Creating a Quality Game</td>
<td>Chapter 2 &amp; 3: Children Moving</td>
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<td>8/22</td>
<td>Movement Analysis Framework/Wheel</td>
<td>Powerpoints on BSER Activity on Court</td>
<td>Rink – Content Development and Analysis</td>
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<td>8/27</td>
<td>Developmental Analysis</td>
<td>Activity on Court</td>
<td>Rink Developmental Analysis/Game Stages</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>8/29</td>
<td>Exam 1 Review Assignment 1</td>
<td>Individual MAF Assignment (Children Moving)</td>
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<td>9/3</td>
<td>LABOR DAY</td>
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<td>9/5</td>
<td>Instructor at Conference</td>
<td>Reflection Due Online</td>
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<tr>
<td>9/5</td>
<td>Instructor at Conference</td>
<td>Work on Assignment 1 with Group</td>
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<tr>
<td>9/10</td>
<td>Strategy – Stage 3</td>
<td>Individual Reflection Due</td>
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<td>9/10</td>
<td>Strategy – Stage 3</td>
<td>Group MAF Assignment</td>
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<tr>
<td>9/12</td>
<td>Striking/Punting/Throwing/Catching/Kicking Games</td>
<td>Group MAF Assignment</td>
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<td>9/17</td>
<td>Educational Gymnastics Overview</td>
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<tr>
<td>9/19</td>
<td>Educational Gymnastics Overview</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>9/19</td>
<td>Educational Gymnastics Overview</td>
<td>Gymnastics Readings</td>
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<tr>
<td>9/24</td>
<td>Tennis Overview</td>
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<tr>
<td>9/26</td>
<td>Tennis Skills</td>
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<td>10/1</td>
<td>Tennis Strategies</td>
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<td>10/3</td>
<td>Tennis Tournament</td>
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<td>10/8</td>
<td>Tinikling</td>
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<td>10/10</td>
<td>Jumping Rope/Juggling</td>
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<td>10/15</td>
<td>Instructor at Conference</td>
<td>Skill Evaluation</td>
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<tr>
<td>10/17</td>
<td>Instructor at Conference</td>
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<tr>
<td>10/22</td>
<td>Lacrosse Overview</td>
<td>Dance Readings</td>
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<td>10/24</td>
<td>Lacrosse Skills</td>
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<td>10/29</td>
<td>Lacrosse Strategies</td>
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<td>10/31</td>
<td>Pickleball Overview</td>
<td>Skill Evaluation</td>
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<tr>
<td>11/5</td>
<td>Pickleball Skills</td>
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<td>11/7</td>
<td>Pickleball Strategy</td>
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<td>11/12</td>
<td>Pickleball Tournament</td>
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<tr>
<td>11/14</td>
<td>Pickleball Tournament</td>
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<tr>
<td>11/19</td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/21</td>
<td>Thanksgiving Break</td>
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<td>11/26</td>
<td>Badminton Skills</td>
<td>Skill Evaluation</td>
<td></td>
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<tr>
<td>11/28</td>
<td>Badminton Strategies</td>
<td></td>
<td></td>
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<tr>
<td>12/3</td>
<td>Badminton Tournament</td>
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<tr>
<td>12/5</td>
<td>Exam 3</td>
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**Additional Support Information**

**Technical Support**

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

**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. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking
Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services
Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares.

Full URL Support for Courses

- CourseDen D2L Home Page
  [https://westga.view.usg.edu/](https://westga.view.usg.edu/)
- D2L UWG Online Help (8 AM – 5 PM)
  [http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)
- University Bookstore
  [http://www.bookstore.westga.edu/](http://www.bookstore.westga.edu/)
- Common Language for Course Syllabi
  [https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php)
- UWG Cares
  [http://www.westga.edu/UWGCareshape=8=0=0=0=1.png](http://www.westga.edu/UWGCareshape=8=0=0=0=1.png)
- Center for Disability
  [https://www.westga.edu/student-services/counseling/accessibility-services.php](https://www.westga.edu/student-services/counseling/accessibility-services.php)
- Student Services
- Center for Academic Success
  [http://www.westga.edu/cas/](http://www.westga.edu/cas/)
- Distance Learning Library Services
  [https://www.westga.edu/library/resource-sharing.php](https://www.westga.edu/library/resource-sharing.php)
- Ingram Library Services
  [http://www.westga.edu/library/](http://www.westga.edu/library/)
- Proctored Exams
  [http://uwgonline.westga.edu/exams.php#student](http://uwgonline.westga.edu/exams.php#student)
- Student Services
  [https://uwgonline.westga.edu/online-student-guide.php](https://uwgonline.westga.edu/online-student-guide.php)
- UWG Accessibility Statements for Technology
  [https://docs.google.com/document/d/16Ri1XgaXIGx28oo0-2RvYPravAq3F5ZNUYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f](https://docs.google.com/document/d/16Ri1XgaXIGx28oo0-2RvYPravAq3F5ZNUYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f)