San José State University

Department of Kinesiology

KIN 177: Movement Experiences in Physical Education

3 Credit Hours, T 3:00-6:50, SPX 153, Spring 2016

Instructor: Dr. David Daum
Email: david.daum@sjsu.edu

<table>
<thead>
<tr>
<th>Type of Class</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Tuesday</td>
<td>3:00pm-4:50pm</td>
<td>SPX 153</td>
</tr>
<tr>
<td>Activity/Lab</td>
<td>Tuesday</td>
<td>5:00pm-6:50pm</td>
<td>SPX 107B</td>
</tr>
</tbody>
</table>

Required Texts:

Catalogue Description:
Physical Education K-6 curricular philosophy and activities appropriate for elementary school personnel; emphasizes the social, emotional, physical and skill development of children in the elementary school setting.

Prerequisite:
CHAD 060 or CHAD 067

Learning Outcomes:
By the end of the semester, you should be able to:

• Understand the importance of Physical education in the Elementary School and explain using academic language;
• Apply basic knowledge of human growth and development characteristics in Physical Education lessons for children;
• Match the guidelines for Physical Education in California through curriculum design, class activities, and analysis of outcomes in the cognitive, psychomotor, and affective domains;
• Plan, synthesize, and teach Physical Education lessons using a variety of teaching styles according to the Physical Education Model Content Standards for California Public Schools;
• Demonstrate how to teach the movement/skills outcomes described in the Physical Education Model Content Standards for California Public Schools;
• Apply principles of assessment to Physical Education content to monitor the progress of students toward the outcomes of the Physical Education Model Content Standards for California Public Schools;
• Recall movement concepts and fundamental motor skills and apply them in planning and teaching Physical Education lessons;
• Review class management routines and behavior management strategies appropriate for children in the Physical Education school setting and outdoor education activities (e.g. orienteering, outdoor survival skills, rope courses, hiking and backpacking) and an
understanding of long-term psychological, physiological and lifestyle benefits of participation in outdoor education activities;

- Apply principles of interdisciplinary instruction (subject matter integration) in planning units of instruction for Physical Education;
- Use equipment safely and responsibly and provide a positive learning environment that is sensitive to individual differences and inclusive of all learners.

Attendance

Attendance is the responsibility of the student, however you are expected to attend all course meetings. You are responsible for material discussed and active participation is frequently essential to ensure maximum benefit to all class members. If you are going to miss class for any reason, it is expected that you let me know as soon as possible. If extended absence is required, any exceptions or alterations to due dates must be formalized before or near the beginning of your extended absence. If you do not contact me about an absence, either day of or prior to, then no exceptions will be made.

University Policies

Definition of a Credit Hour: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page at http://www.sjsu.edu/provost/Academic_Calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Academic Integrity: Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American: Disabilities Act If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.
Grading:

At SFSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7th percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 3rd percent in that grade category (i.e. 63%, 73%, etc.).

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussions (4)</td>
<td>100 (25 each)</td>
<td>25%</td>
</tr>
<tr>
<td>Curriculum Outline Draft</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>Unit Plan Draft</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>Lesson Plan Draft</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>Peer Teaching</td>
<td>40</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>400 Points</td>
<td>100%</td>
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<tr>
<th>% Earned</th>
<th>Letter Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>93.1-100</td>
<td>A</td>
<td>Performance of the student has been of the highest level, showing sustained excellence in meeting course responsibilities.</td>
</tr>
<tr>
<td>90.0-93.0</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
<td>Performance of the student has been good, though not of the highest level.</td>
</tr>
<tr>
<td>83.1-86.9</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>80.0-83.0</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77.0-79.9</td>
<td>C+</td>
<td>Performance of the student has been adequate.</td>
</tr>
<tr>
<td>73.1-76.9</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>70.0-73.0</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>67.0-69.9</td>
<td>D+</td>
<td>Performance of the student has been less than adequate.</td>
</tr>
<tr>
<td>63.1-66.9</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>60.0-66.9</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td>Performance of the student has been such that course requirements have not been met.</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td>Assigned at the discretion of the instructor when, due to extraordinary circumstances, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student by the end of the current term.</td>
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Assignments:

All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. All assignments are due at the beginning of class on the date listed unless otherwise stated by the professor. NO late assignments will be accepted unless prior arrangements have been made with the professor. All written assignments must be written in 12pt font and Times New Roman, be double-spaced
and single-sided, and have 1” margins. In addition, writing style should be clear, concise, and minimize wordiness and redundancies. Writing should reflect excellent organization and continuity as well as logical topical sentences and transitions. All papers must have proficient grammar, spelling, and punctuation. Points will be deducted for errors in these areas.

1. **Online Discussions:** There will be four discussions throughout the semester. These discussions will provide the opportunity to explore a variety of topics related to teaching elementary physical education. First you will reply to a discussion prompt with a 300 word response. After that you will provide two comments of 150 words each to your peers by providing feedback and/or comments.

2. **Curriculum Outline Draft:** You will learn how to design a physical education curriculum (year plan) step by step in class. During the activity in class you will build a curriculum for the grade level assigned to your group. It will be returned to you with comments, suggestions, and corrections. Your job will be to revise your curriculum plan and ensure you included all information required. Additional criteria will be posted on Canvas.

3. **Unit Plan Draft:** You will learn in class how to design a unit plan for one movement theme or skill progression theme from your curriculum for the grade level assigned. During the activity in class you will build a unit plan for the grade level assigned to your group. It will be returned to you with comments, suggestions, and corrections. Your job will be to revise your unit plan and ensure you included all information required. Additional criteria will be posted on Canvas.

4. **Lesson Plan Draft:** You will learn in class how to design a lesson plan for the grade level assigned. You will turn this assignment in on Canvas. It will be returned to you with comments, suggestions, and corrections. Your job will be to revise your lesson plan and ensure you included all information required. Additional criteria will be posted on Canvas.

5. **Peer Teaching:** Each student will teach for one 10-15 minute period this semester. You will be evaluated on your preparedness, your ability to demonstrate basic teaching strategies, and implementing a developmentally appropriate lesson. A rubric will be posted on Canvas.

6. **Portfolio:** Each student will turn in a portfolio containing a revised curriculum, unit plan, lesson plan and a reflection. Additional criteria will be posted on Canvas.

**Additional Information:**

1. Syllabus is subject to change. This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check on announcements made while you are absent.

2. Check Canvas regularly!

3. Come to class prepared by completing required readings and assignments.

4. Respect your teacher, classmates, and guests by not talking while they are and be an active participant in class activities.

5. This course will use a variety of different formats to present material such as lecture, small group discussion, and hands-on experience.

6. This course will have physical activity during the lab section, as such, all students should come prepared to move and wear appropriate clothing and footwear.

7. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.

8. If you have any questions or concerns email me, I will respond to your email within 48 hours.
### KIN 177 Tentative Schedule

***PEMCS = Physical Education Model Content Standards for California Public Schools***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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| Feb. 2<sup>nd</sup> | Course Overview  
What is Physical Education?  
Developmentally Appropriate Physical Education | Chapter 1  
PEMCS - Kindergarten | |
| Feb. 9<sup>th</sup> | Growth and Motor Development  
Physical Education Content  
Stability Skill Themes | Chapter 2  
Chapter 15  
Chapter 18  
PEMCS – 1<sup>st</sup> | Discussion 1 |
| Feb. 16<sup>th</sup> | Movement Skill Acquisition  
Skill Development  
Locomotor and non-Locomotor Movements | Chapter 3  
Chapter 16  
Chapter 19  
PEMCS – 2<sup>nd</sup> | |
| Feb. 23<sup>rd</sup> | Effective Teaching and Teaching Styles | Chapter 8  
Chapter 10  
PEMCS – 4<sup>th</sup> | |
| March 1<sup>st</sup> | Fitness Enhancement  
Using Fitnessgram as a motivator | Chapter 4  
Chapter 24  
PEMCS – 3<sup>rd</sup> | Discussion 2 |
| March 8<sup>th</sup> | Curriculum Design  
Manipulative Skills | Chapter 14  
Chapter 20  
PEMCS – 5<sup>th</sup> | Curriculum Draft |
| March 15<sup>th</sup> | Affective Growth  
Teaching Personal and Social Responsibility | Chapter 6  
Chapter 26 | |
| March 22<sup>nd</sup> | Lesson Planning  
Developmental Games and Dance | Chapter 11  
Chapter 21  
Chapter 22 | |
| March 29<sup>th</sup> | SJSU Spring Break | | |
| April 5<sup>th</sup> | Curriculum Design  
Developmental Gymnastics | Chapter 14  
Chapter 23 | Unit Plan Draft  
Discussion 3 |
| April 12<sup>th</sup> | Assessment  
TGMD-2 | Chapter 12  
Chapter 25 | |
| April 19<sup>th</sup> | Children with Disabilities  
Classroom Management  
Activity Adaptation and Modification | Chapter 7  
Chapter 9 | |
| April 26<sup>th</sup> | Cognitive Learning  
Peer Teaching Grade K  
Peer Teaching Grade 1 | Chapter 5 | Lesson Plan |
| May 3<sup>rd</sup> | Interdisciplinary Education  
Peer Teaching Grade 2  
Peer Teaching Grade 3 | TBD | Lesson Plan |
<p>| May 10&lt;sup&gt;th&lt;/sup&gt; | Advocacy | Chapter 13 | Lesson Plan |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapter 17</th>
<th>Portfolio</th>
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<tbody>
<tr>
<td>May 17th</td>
<td>Study Day</td>
<td></td>
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<tr>
<td>May 23rd</td>
<td><strong>Final Exam - 2:45pm-5:00pm</strong></td>
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<tr>
<td>May 25th</td>
<td>Semester Ends</td>
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