

San Jose State University: Spring 2013  
**KIN 179 – Design and Assessment of Movement Experiences**  
3:00 – 4:50 MW, SPX 75

**Instructor:** Alison N. White, Ph.D.

**E-mail:** [alison.white@sjsu.edu](mailto:alison.white@sjsu.edu)

**Office Hours:** MW 10:30 -11:30 a.m.,  
M-F by appt.

**Office:** SPX 71  
**Phone:** (408)924-3019

**Course Description:**

Integrate concepts from kinesiology, motor learning, and motor development to address sequential movement experiences, including qualitative analysis and interactions with a performer.

**Prerequisites:** KIN 70, 158, 166, and 178. KIN 170B concurrent enrollment.

**Required Textbooks:**

Burton, A. & Miller, D. (1998). *Movement Skill Assessment*. Champaign, IL: Human Kinetics (ISBN# 9780873229753)

Lund, J.L. & Kirk, M.F. (2010). *Performance-based Assessment for Middle and High School Physical Education*. Champaign, IL: Human Kinetics (ISBN# 9780736083607)

**Other Resources**

*California Physical Education Framework* (2009). Accessible online at:  
<http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf>

**Course Website:**

Copies of course materials such as the syllabus, major assignment handouts, etc. may be found on the courses related Desire to Learn (D2L) web page. You are responsible for regularly checking with the website.

**Program Learning Objectives (PLO's):**

1. To obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. To effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. To apply scholarship and practice of different movement forms to enhance movement competence
4. To articulate sustainable approaches as they relate to kinesiology.
5. To articulate social justice and equity issues related to kinesiology for various populations.

### **Course/Student Learning Objectives (SLO's):**

The student will demonstrate:

1. competence in observation, analysis and communication of information to learners (PLO 2)
2. working knowledge of CA Content Standards in Physical Education (PLO 2)
3. sport analysis in selected sport skills (PLO 3)
4. the development of sequenced progressive movement skill activities (PLO 3)
5. recognition and articulation of factors affecting the design and implementation of skill/movement activities related to CA Framework and Content Standards (PLO 1)
6. appropriate planning for the needs of all students in skill/movement activities (PLO 1)
7. ability to assess student learning and teacher behaviors (PLO 2)
8. ability to critically examine feedback toward the improvement of teaching (PLO 1)
9. ability to evaluate and communicate essential theories, scientific applications with regards to assessment in physical education (PLO 2)

### **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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/provost/Academic_Calendars/) web page at [http://www.sjsu.edu/provost/Academic\\_Calendars/](http://www.sjsu.edu/provost/Academic_Calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Evaluation Methods:

### A. Assignments:

a. Midterm (SLO 2, 3, 4, 5, 6, & 7)	10 pts.
b. Final (SLO 2, 3, 4, 5, 6, & 7)	10 pts.
c. Rubric #1 Assignment (ALT-PE) (SLO 7)	10 pts.
d. Rubric #2 Assignment (feedback) (SLO 1 & 8)	10 pts.
e. Rubric #3 Assignment (student skill) (SLO 3 & 7)	10 pts.
f. Lesson Plan #1 Assignment (SLO 1, 2, 4, 5, & 6)	10 pts.
g. Lesson Plan #2 Assignment (SLO 1, 2, 4, 5, & 6)	10 pts.
h. Research Article Review (SLO 9)	10 pts.
i. Quizzes (SLO 2, 3, 4, 5, 6, & 7)	<u>10 pts</u>

Total = 100 pts.

**Skill/movement rubric #2:** You will construct an observation instrument/rubric for assessing student performance. You will use this rubric at your school site to observe and measure student performance. You will reflect on the rubric, the system you developed and evaluate its usefulness. You will assess 10 students from your field placement with the rubric you develop.

**Lesson plans with evaluations/reflections:** You will teach two lessons in which your peer teacher collects data on your performance. The aspect of your teaching that is observed and recorded will depend upon your reflections of your own professional growth. Advice from your Mentor teacher might serve to be useful. Data and reflections of the data for performance improvement and goal setting is the essence of this project. Both the lesson plan and the reflection/evaluation will be turned in.

**Research Article Review:** You will complete a critique of a research article this semester as part of the requirements for this course. If you do well on this assignment you are encouraged to submit your work for review and presentation at the WSKW (Western Society for Kinesiology & Wellness) conference (<http://www.wskw.org/>). The deadline for submitting work is mid-June. The conference is on October 9-11, 2013 at Harrah's in Reno, Nevada. Conference registration is \$45 for students. This is a great opportunity to get experience presenting at a professional conference, strengthen your resume, and begin networking with students from other campuses. Here is a link where you'll find directions, the evaluation form that will be used to review submissions, and a sample to follow. <http://wskw.org/guidelines-r-d-peavy-papers>.

\*\*Any assignments not completed will result in a grade of zero (0). No late assignments will be accepted. All assignments are due at the start of the class on the designated day. If you need to be absent on an assignment due date, the assignment should be turned in prior to class via e-mail, fax, early submission, or delivery by a classmate.

<b>Grading:</b>	A+ = 97% +	C = 76% - 74%
	A = 96% - 94%	C- = 73% - 70%
	A - = 93% - 90%	D+ = 69% - 67%
	B+ = 89% - 87%	D = 66% - 64%
	B = 86% - 84%	D- = 63% - 60%
	B- = 83% - 80%	F = 59% and below
	C+ = 79% - 77%	

## University Policies:

### A. 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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sjsu.edu/studentconduct/) 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.

### B. 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](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](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## Tentative Schedule:

This schedule is tentative and may change during the course of the semester. All changes to the syllabus will be discussed in class so that you have the appropriate amount of time to make adjustments to your schedules. Please bring your notebooks/textbook to class every day and consult it regularly.

DATE	TOPICS	BOOK	ASSIGNMENT	CLASS ROOM
1/23	Introduction and review of syllabus			SPX 75
1/28	Chapter 2 – History of Movement Skill Assessment	Burton & Miller		SPX 75
1/30	Chapter 1 – Purposes of Movement Skill Assessment	Burton & Miller		SPX 75
2/4	Lesson Plans Discuss Rubric Assignment #1			SPX 75
2/6	Chapter 3 – Defining & Classifying Movement Skills	Burton & Miller	<b>Quiz</b>	SPX 75
2/11	Chapter 4 – Basic Measurement Concepts	Burton & Miller		SPX 75
2/13	Chapter 5 – Approaches to Movement Skill Assessment	Burton & Miller		SPX 75
2/18	Chapter 1 – The Need for Change Discuss Field Experiences	Lund & Kirk	<b>Rubric Assignment #1 Due</b>	SPX 75
2/20	Chapter 7 - Assessing Movement Skill Foundations	Burton & Miller		SPX 75
2/25	Chapter 10 – Assessing Fitness and Physical Activity Participation	Lund & Kirk	<b>Lesson Plan #1 Due</b>	SPX 75
2/27	Fitnessgram Discuss Rubric Assignment #2		<b>Quiz</b>	SPX 75
3/4	Fitnessgram Activity Day			SPX 89
3/6	Review for Midterm			SPX 75
3/11	<b>Midterm exam</b>		<b>Midterm Exam</b>	SPX 75
3/13	Return Exams Discuss Teaching Experiences			

3/18	Discuss Research Article Review		<b>Rubric Assignment #2 Due</b>	SPX 75
3/20	Chapter 2 – What is Continuous Performance-Based Assessment?	Lund & Kirk	<b>Quiz</b>	SPX 75
3/25	No Class - Spring Break			
3/27	No Class - Spring Break			
4/1	No Class – Cesar Chavez Day			
4/3	Chapter 9 - Assessing Early Movement Skills	Burton & Miller		SPX 75
4/8	Chapter 3 -- Rubrics	Lund & Kirk	<b>Lesson Plan #2 Due</b>	SPX 75
4/10	Chapter 12 – The Assessment Process Discuss Rubric #3 Assignment	Burton & Miller		SPX 75
4/15	Share Research Reviews		<b>Research Article Review Due</b>	SPX75
4/17	Chapter 10 - Assessing Fundamental Movement Skills	Burton & Miller		SPX 75
4/22	Chapter 11 – Assessing Specialized and Functional Movement Skills	Burton & Miller		SPX 75
4/24	TGMD-2			SPX 75 & 89
4/29	Discussion of Field Experiences		<b>Rubric Assignment #3 Due</b>	SPX 75
5/1	Chapter 8 – Planning for Continuous Performance-Based Assessment	Lund & Kirk		SPX 75
5/6	PE Metrics			SPX 75 & 89
5/8	Chapter 14 – New Directions in Movement Skill Assessment	Burton & Miller		SPX 75
5/13	Review for Final			SPX 75
<b>5/16</b>	<b>Thursday May 16, 2013 12:15 - 2:30 p.m.</b>		<b>Final Exam</b>	<b>SPX 75</b>