

San Jose State University: Spring 2011
KIN 179 – Design and Assessment of Movement Experiences
8:30 – 10:20 MW, SPX 77

Instructor: Alison N. White, Ph.D.

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Office Hours: MW 10:30 -11:30 a.m.,
TT 3:30 – 4:30 p.m., M-F by appt.

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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>

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)

Evaluation Methods:

A. Assignments:

a. Midterm (SLO 2, 3, 4, 5, 6, & 7)	20 pts.
b. Final (SLO 2, 3, 4, 5, 6, & 7)	20 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. 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.

B. Grading:

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

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.

Academic Integrity: All work done for the course should be the complete creative property of the student submitting the work. If any work is deemed to not be an original piece of work, a grade of zero (0) will be assigned and the event will be reported to the Office of Judicial Affairs.

American with Disabilities Act: If you need course adaptations or accommodations because of a disability or a special situation, please make an appointment with me as soon as possible to discuss options. Students with disabilities are required to register with the DRC to establish a record of the disability prior to any modifications.

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
1/25	Introduction and review of syllabus			SPX 77
1/30	Chapter 2 – History of Movement Skill Assessment	Burton & Miller		SPX 77
2/1	Chapter 1 – Purposes of Movement Skill Assessment	Burton & Miller		SPX 77
2/5	Lesson Plans Discuss Rubric Assignment #1			SPX 77
2/8	Chapter 3 – Defining & Classifying Movement Skills	Burton & Miller	Quiz	SPX 77
2/13	Chapter 4 – Basic Measurement Concepts	Burton & Miller		SPX 77
2/15	Chapter 5 – Approaches to Movement Skill Assessment	Burton & Miller		SPX 77
2/20	Discuss Field Experiences		Rubric Assignment #1 Due	SPX 77
2/22	Chapter 1 – The Need for Change	Lund & Kirk		SPX 77
2/27	Chapter 7 - Assessing Movement Skill Foundations	Burton & Miller	Lesson Plan #1 Due	SPX 77
2/29	Chapter 10 – Assessing Fitness and Physical Activity Participation	Lund & Kirk	Quiz	SPX 77
3/5	Fitnessgram Discuss Rubric Assignment #2			SPX 77
3/7	Fitnessgram			SPX 44A
3/12	Review for Midterm			SPX 77
3/14	Midterm exam		Midterm Exam	SPX 77

3/19	Return Exams Discuss Teaching Experiences			SPX 77
3/21	Chapter 2 – What is Continuous Performance-Based Assessment?	Lund & Kirk	Rubric Assignment #2 Due	SPX 77
3/26	No Class - Spring Break			
3/28	No Class - Spring Break			
4/2	Chapter 9 - Assessing Early Movement Skills	Burton & Miller		SPX 77
4/4	Chapter 3 -- Rubrics	Lund & Kirk	Lesson Plan #2 Due	SPX 77
4/9	Assessment Activity Day			SPX 44A
4/11	Chapter 12 – The Assessment Process Discuss Rubric #3 Assignment	Burton & Miller	Quiz	SPX 77
4/16	Chapter 10 - Assessing Fundamental Movement Skills	Burton & Miller		SPX 77
4/18	TGMD-2			SPX 77 & 44A
4/23	Chapter 11 – Assessing Specialized and Functional Movement Skills	Burton & Miller		SPX 77
4/25	Chapter 11 (continued)	Burton & Miller		SPX 77 & 44A
4/30	Discussion of Field Experiences		Rubric Assignment #3 Due	SPX 77
5/2	Chapter 8 – Planning for Continuous Performance-Based Assessment	Lund & Kirk		SPX 77
5/7	PE Metrics			SPX 77
5/9	Chapter 14 – New Directions in Movement Skill Assessment	Burton & Miller		SPX 77
5/14	Review for Final			SPX 77
5/23	Wednesday May 23, 2012 12:15 - 2:30 p.m.		Final Exam	SPX 77