

San Jose State University: Spring 2015
KIN 179 – Design and Assessment of Movement Experiences
12:00-1:15pm MW

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Office Hours: M/W 9:30-10:30am T 3-4pm

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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:

Lund, J. & Tannehill, D. (2014). Standards-Based Physical Education Curriculum Development. Jones & Bartlett ISBN-13: 978-1284034196 ISBN-10: 1284034194

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/. 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.

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.

<u>Grading:</u>	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 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.

Weeks	TOPICS	ASSIGNMENT
One	Introduction and review of syllabus	
One	Read chapter 1 & chapter 2 Lund Tann	
Two	Read chapter Skill theme 7	
Two	Assignment 1 and lesson plan	
Three	...10 Teaching games for understanding (tactical)	Quiz
Three	...Sports Education 11	
Four	...12 Cultural studies	
Four	Chapter 1 – The Need for Change Discuss Field Experiences	Rubric Assignment #1 Due
Five	Chapter 7 - Assessing Movement Skill Foundations	
Five	Chapter 10 – Assessing Fitness and Physical Activity Participation	Lesson Plan #1 Due
Six	Fitnessgram Discuss Rubric Assignment #2	Quiz
Six	Fitnessgram Activity Day	
Seven	Review for Midterm	
seven	Midterm exam	Midterm Exam
eight	Return Exams Discuss Teaching Experiences	

eight	Discuss Research Article Review	Rubric Assignment #2 Due
nine	Chapter 2 – What is Continuous Performance-Based Assessment?	Quiz
nine	TBD	
ten	TBD	
ten	TBD	
eleven	Chapter 9 - Assessing Early Movement Skills	
eleven	Chapter 3 -- Rubrics	Lesson Plan #2 Due
Twelve	Chapter 12 – The Assessment Process Discuss Rubric #3 Assignment	
Twelve	Share Research Reviews	Research Article Review Due
Thirteen	Chapter 10 - Assessing Fundamental Movement Skills	
Thirteen	Chapter 11 – Assessing Specialized and Functional Movement Skills	
fourteen	TGMD-2	
Fourteen	Discussion of Field Experiences	Rubric Assignment #3 Due
Fifteen	Chapter 8 – Planning for Continuous Performance-Based Assessment	
Fifteen	PE Metrics	

Final: TBD