

**San José State University**  
**College of Health and Human Sciences**  
**Department of Kinesiology**

**KIN 179, Design and Assessment of Movement Experiences, Spring, 2021**

**Course and Contact Information**

Instructor:	Dr. Erin Ashleigh Siebert
Office Location:	SPX 173D (courtyard)
Telephone:	(408) 924-3207
Email:	Erin.Siebert@sjsu.edu
Office Hours:	Thursday 11am-1pm (PST) via Zoom or by appointment
Class Days/Time:	Tuesday/Thursday 1:30-2:45pm (PST)
Classroom:	Online, Zoom link on Canvas course site.
Prerequisites:	KIN 070 for majors/minors only or instructor consent; KIN 158, KIN 166 and KIN 178.

**Course Description**

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

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course requires regular in class participation. Come to class prepared to participate in discussions and in class activities. The more you put into this class the more you will get out of it.

In addition to in class participation, students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas learning management system](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking Canvas and your SJSU email for information and messages. Login using your My SJSU username and password. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) at [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

**Course Goals**

SJSU Department of Kinesiology Program Learning Objectives (PLO):

1. Students will be able to effectively explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
4. Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
5. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to demonstrate:

1. Recognition and articulation of factors affecting the design and implementation of skill/movement activities related to CA Framework and Content Standards (PLO # 1, 2, 4 & 5)
2. Knowledge of current education trends and how they affect physical education (PLO # 1, 2, 3, 4 & 5)
3. Working knowledge of CA Content Standards in Physical Education (PLO # 1, 2 & 4)
4. Developing developmentally appropriate assessment tools and long term curriculum plans for PE (PLO # 1, 2, 4 & 5)
5. Understanding of sequenced progressive movement skill activities (PLO # 1, 2, 4 & 5)
6. The ability to assess student learning and teacher behaviors (PLO # 1, 2, 4 & 5)
7. The ability to evaluate and communicate essential theories, scientific applications with regards to assessment in physical education (PLO # 1, 2, 3 & 4)

### **Required Texts/Readings**

#### **Textbook**

Lund, J.L. & Kirk, M.F. (2020). Performance-based assessment for middle and high school physical education (3<sup>rd</sup> ed), Champaign, IL: Human Kinetics, (ISBN-13: 978-1-4925-7017-2). Second edition acceptable, student is responsible for all content regardless of the text book they choose to use.

Lund, J. & Tannehill, D. (2014). Standards-based physical education curriculum development (3<sup>rd</sup> ed), Burlington MA: Jones & Bartlett, (ISBN-13: 978-1284034196).

#### **Other Readings**

California Department of Education. (2009). Physical education framework for California public schools: Kindergarten through grade twelve. Sacramento, CA: CDE Press. <http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf>

Every Student Succeeds Act - <http://www.shapeamerica.org/advocacy/essa.cfm>

Additional readings will be made available on Canvas.

## Other technology requirements / equipment / material

Need use of phone/tablet/computer with camera or other video recording technology that can connect to a computer or the Internet.

## Library Liaison

Adriana Poo

Email: [adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)

Phone: (408) 808-2019

Reference Desk: (408) 808-2100

Student Computer Service: (408) 808-2470

## Course Requirements and 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. Each assignment is due by 11:59pm of the due date unless otherwise stated. **NO late assignments will be accepted unless prior arrangements have been made with the professor.** Rubrics and assignment instructions are provided on Canvas. Detailed discussion of assignment expectations will occur in class.

1. **Reading Quizzes:** Prior to each week's first class there will be an online quiz based on assigned readings. The questions will cover content similar to that on the midterm and will be a good assessment of your comprehension of the material prior to class. All quizzes are administered online through Canvas. You are responsible for ensuring you can access the quiz (e.g., you have internet access and you know your Canvas password). Technical difficulties will not excuse a missed quiz. Quizzes will be open book but will be timed; you will not have enough time to look up every question. There will be 14 quizzes given; only your top 12 scores will count towards your final grade. **No make-up quizzes will be given.** Reading quizzes will start with the second week of classes.
2. **Journal Club:** Each week one student or group of students will present a journal article related to that week's topic. All students in the class are responsible for having read the article and being able to participate in the discussion led by that week's group. Each group is required to find an original research article related to assessment or curriculum, depending on that week's topic, in physical education and email it to the instructor one week prior to their presentation. Additionally, each group will create discussion questions to be submitted a week prior to their presentation. The article and questions will be shared with the class on Canvas. Each group will turn in one written synopsis and interpretation of the findings in the article. The purpose of this assignment is to familiarize yourself with research literature related to physical education. Articles selected should be related to PE and the curriculum or assessment topic. You may have to read multiple articles to find one that is appropriate.
3. **Grant Writing:** This is an essential skill for you to gain additional resources to advance your agenda as a physical educator. The purpose of this assignment is to give you the opportunity to explore the possibilities for raising money to fund purchases that will benefit you, your students, your school and potentially your district and beyond. You will find a real grant and submit a hypothetical proposal. A pool of 10 extra credit points will be distributed among the top grant proposals.
4. **Assessment Portfolio:** This portfolio will demonstrate your mastery of the assessment topics presented in class. Drafts of each type of assessment will be submitted for feedback in class from peers and the

instructor the week after they are presented in class. Content areas for each assessment may vary and do not need to be related to only one curricular unit.

#### 5. **Unit Plan:** See Final Evaluation

Rubrics and elaborated assignment instructions are provided on Canvas. Detailed discussion of assignment expectations will occur in class.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

#### **Final Examination or Evaluation**

This project will demonstrate your ability to create an entire physical education unit. You will create a unit plan utilizing one of the curricular models discussed in class and include a variety of lesson plans and assessments aligned with that module. The project must be submitted online through Canvas on May 20<sup>th</sup>, by 2:30pm.

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

#### **Grading Information**

<b>Description</b>	<b>Weight</b>
Quizzes (PLO #1, 2, & 4)	10%
Journal Club	20%
<ul style="list-style-type: none"><li>• Questions (PLO #1, 2, 4 &amp; 5)</li><li>• Discussion (PLO #1, 3, 4 &amp; 5)</li><li>• Article Analysis (PLO #1, 2, 4 &amp; 5)</li></ul>	<ul style="list-style-type: none"><li>• 5%</li><li>• 10%</li><li>• 5%</li></ul>
Grant Writing (PLO #1, 2, 4 & 5)	10%
Assessment Portfolio (PLO #1, 2, 4 & 5)	25%
Final – Unit Plan (PLO #1, 2, 4 & 5)	35%
<b>Total</b>	<b>100%</b>

#### **Determination of Grades**

- At SJSU 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 2nd percent in that grade category (i.e. below 62%, 72%, etc.).
- Final total grades will be rounded based on the tens place, .49 rounds down to next whole number and .5 rounds up. So if your grade was 92.62%, this would be rounded to 93% and receive a letter grade of A, not A-.

- Extra credit options, if available will be announced to the whole class and not on an individual basis.
- Grade disputes must be raised with the professor within one week of the assignment being graded. Last minute end of semester requests to review assignments for additional points will not be considered. Any grade disputes should be raised privately via email between the student and the professor and not in class.
- It is each students responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated.
- NO late assignments will be accepted and will receive a grade of 0, unless PRIOR arrangements have been made with the professor. It is your responsibility to make sure assignments submitted to Canvas have posted correctly.

Grade	Percentage
A plus	97 to 100%
A	93 to 96%
A minus	90 to 92%
B plus	87 to 89 %
B	83 to 86%
B minus	80 to 82%
C plus	77 to 79%
C	73 to 76%
C minus	70 to 72%
D plus	67 to 69%
D	63 to 66%
D minus	60 to 62%

### **Classroom Protocol**

1. Check Canvas and your SJSU.edu email regularly!
2. Come to class prepared by completing required readings and assignments.
3. Respect your teacher, classmates, and guests by not talking while they are and actively participate in class.
4. Dress and act professionally! This is a teacher preparation course and you will be treated as such.
5. Cell phones and other distractions (i.e. tablets, newspapers, and other recreational materials) should not be present during class unless otherwise stated.
6. Laptops are permitted for the purposes of note taking and class participation. If you are doing other non-class related activities you will be asked to close your laptop and take notes by hand.
7. If you have any questions or concerns email me, I will respond to your email within 2 business days (e.g., if you email me Friday after 4pm I may not respond until the following Tuesday. In your email put KIN 179 at the beginning of the subject line and any relevant information.

### **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other

resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

## **Forms of Address**

### **Emails:**

All emails need to have the course number in the subject line followed by any other relevant information (e.g., KIN 179 – quiz question). They should begin and end with a salutation (e.g., Hi Dr. Siebert or Hello Professor Siebert and Best or Regards). Emails should be clearly written and follow general grammar rules.

### **Names and Pronouns:**

Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity. My pronouns are she/her/hers.

### **Ability:**

This class supports and respects all levels of ability. We will engage a variety of sports and activities. Each student is encouraged to participate to the fullest extent possible. If you need an accommodation or modification for any reason please let me know I will be happy to assist you.

### **Self-Identifications:**

San Jose State University recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. How you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

I will do my best to address and refer to all students accordingly and will support you in doing so as well.

## KIN 179 / Dsgn/Assment Movement, Spring, Course Schedule

This is a tentative schedule and may be change with fair notice via Canvas. The most up to date schedule can be found on the Canvas course site. **Bold** text indicates the date assignment is due.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	Intro, course overview and syllabus
2	2/2	Performance Based Assessment ESSA and Common Core Read: Ch. 1 & 2 – Lund & Kirk, pg 1-42 <i>Assign: Grant Proposal</i> <b>Quiz 1</b>
2	2/4	Journal Club Example
3	2/9	Cognitive and Affective Assessment Read: Ch 3 – Lund & Kirk, pg 43-70 <b>Quiz 2</b>
3	2/11	<b>Journal Club #1</b>
4	2/16	Rubrics Read: Ch 4 – Lund & Kirk, pg 71-93 <b>Quiz 3</b>
4	2/18	<b>Journal Club #2</b>
5	2/23	Cumulative & Continuous Assessments Read Ch 8 & 9 – Lund & Kirk, pg 163-225 <b>Quiz 4</b>
5	2/25	<b>Journal Club #3</b> <b>Grant Proposal</b>
6	3/2	Assessing with Instructional Models (GPAI) Read Ch 7 – Lund & Kirk, pg 139-159 <i>Assign: Assessment Portfolio</i> <b>Quiz 5</b>
6	3/4	<b>Journal Club #4</b>
7	3/9	Health & Fitness Read: Ch 15 – Lund & Tannehill, pg 365-381 <b>Quiz 6</b>
7	3/11	<b>Journal Club #5</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
8	3/16	Portfolios for Physical Activity and Fitness Assessment Read: <b>Quiz 7</b>
8	3/18	<b>Journal Club #6</b>
9	3/23	Teaching Games for Understanding (TGFU) Read: Ch 12 – Lund & Tannehill, pg 277-301 <b>Quiz 8</b>
9	3/25	<b>Journal Club #7</b>
10	4/6	Standards Based Assessment for Units of Instruction Read: Ch 10 - Lund & Kirk, pg 227-258 <b>Quiz 9</b> <i>Assign: Unit Plan</i>
10	4/8	<b>Journal Club #8</b>
11	4/13	Skill theme Read: Ch 9 – Lund & Tannehill, pg 205-226 <b>Quiz 10</b>
11	4/15	<b>Journal Club #9</b> <b>Assessment Portfolio</b>
12	4/20	Sport Ed Read: Ch 13 – Lund & Tannehill, pg 303-333 <b>Quiz 11</b>
12	4/22	<b>Journal Club #10</b>
13	4/27	Adventure & Outdoor Education Read: Ch 10 & 11 – Lund & Tannehill, pg 229-274 <b>Quiz 12</b>
13	4/29	<b>Journal Club #11</b>
14	5/4	Teaching Personal and Social Responsibility (TPSR) Read: Ch 8 – Lund & Tannehill, pg 173-202 <b>Quiz 13</b>
14	5/6	<b>Journal Club #12</b>
15	5/11	Grading in PE Read: Ch 13 – Lund & Kirk, pg 309-332 <b>Quiz 14</b>
15	5/13	Virtual Farewell
Final Exam	5/20	Due on Canvas by 2:30pm (PST)