**KINE 4321 TEACHING ELEM PHYSICAL EDUCATION**

Spring 2016

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

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**Office Hours:** by appointment.

**Section Information:** KINE 4321, section 001 (Lecture) and KINE 4321, section 002 (Lab)

**Time and Place of Class Meetings:** Lecture: M F 10:00 – 10:50 (MAC 213)

Lab: W 9:00 – 10:50 (PEB 114 and local elementary school)

**Description of Course Content:** This course is designed to synthesize the sciences of anatomy and physiology, biomechanics, motor integration and motor control with sound pedagogical knowledge into an applied elementary physical education setting.

**Student Learning Outcomes:**

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

1. Understand the purpose, benefits, and characteristics of a quality elementary physical education program.
2. Diagram equipment setups and class organizations as part of lesson planning.
3. Identify where routines and procedures will aid class efficiency.
4. Describe the national standards for K-12 physical education and provide examples of how their new knowledge can be used to achieve many of the suggested K-6 guidelines.
5. Create developmentally appropriate physical education curriculum for children.
6. Choose appropriate teaching strategies based on specific content.
7. Organize and implement developmentally appropriate progressions for sequential and broader understandings.
8. Demonstrate how to incorporate knowledge into movement.
9. Explain the inclusion of fitness and wellness concepts in the curriculum and how fitness concepts differ from fitness activities.
10. Demonstrate and explain how to incorporate a fitness for life theme into each lesson.
11. Identify effective teaching techniques, motivational methods, and effective disciplinary techniques.
12. Accurately and systematically analyze and observe the process of teaching and learning in physical activity setting.
13. Write developmentally appropriate skill theme lesson plans.
14. Recognize and use technology as a tool to enhance teaching and learning in physical education.
15. Include music, bulletin boards, task cards, posters or technology as part of lesson/unit plans.

**Required Textbooks and Other Course Materials:**

[Pangrazi](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Robert%20P.%20Pangrazi), R.P. & [Beighle](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_2?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Aaron%20Beighle), A. (2013). *Dynamic physical education for elementary school*

*children* (17th ed.). Boston, MA: Pearson Publishing.

**Supplemental Resources:**

SHAPE America: Society of Health & Physical Educators. (2014). *National Standards & Grade-Level Outcomes for K-12 Physical Education.* Champaign, IL: Human Kinetics.

**Descriptions of major assignments and examinations:**

1. Assignments 30%

Assignments are designed to help meet the course objectives. See the Course Schedule for due dates. Some assignments will be completed in-class, some will need to be completed out-of-class, and others will be computer-assignments. It is imperative that you have access to the Internet.

1. Quizzes 10%

There are 5 quizzes over the course of the semester. All quizzes will be taken at the start of class. If a student is **absent or tardy** on that day, they will receive a zero (0) for that day’s quiz. **No make-up quizzes will be provided** except for documented serious and compelling reasons. If this should occur, the instructor must be notified personally by telephone or email prior to the exam in question. Failure to do so will result in a grade of zero (0) for that quiz**.**

1. Peer Teaching Labs 20%

Students will be responsible for developing and teaching an elementary level lesson that explores movement concepts and/or skill themes. The grading criteria will be based on a detailed lesson plan, the lesson design, the learning environment, content development, and the implementation of the lesson plan. Further details on this assignment will be provided during the lecture on planning. Each student must provide a copy of their lesson plan to their peers on the day they teach. If you miss on the day you are scheduled to peer teach, you will receive a zero for both the teaching portion and the lesson plan portion of your assignments. **NO MAKE-UP days for missed teaching days.**

1. Midterm and Final Exams 20%

The examinations will cover all lecture/lab materials covered in the corresponding half of the semester. **No make-up exams will be given**, except for documented serious and compelling reasons. If this should occur, the instructor must be notified personally by telephone or email prior to the exam in question. Failure to do so will result in a grade of zero (0) for that exam

1. Attendance 20%

Attendance will be taken on all lab/activity days. Proper attire for physical activity is required to receive full participation points. If you need to sit out of activity due to injury or illness, documentation from a medical official is required to receive full attendance points for that day. If you are tardy on an activity date, your attendance points will be adjusted to reflect the percentage of class time you attended.

**Attendance:**

See the above Peer Teaching Labs and Attendance sections for attendance information. In addition, if you are absent due to serving as a UTA representative at an official event, you must provide the instructor with written verification from the university supervisor prior to the absence. If arrangements are not made prior to the absence no assignments or make-ups will be accepted.

**Other Requirements:** Criminal background check required. Prerequisite: KINE 3304, 3306, 3325, 3388 and 4319.

**Grading**:

Final grade will be assigned according to the following scale based on the total accumulated percentage points during the semester. A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% and below

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Grade Grievances**:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. The undergraduate grade grievance policy can be found at: <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Title IX:** TheUniversity of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MyMav as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MyMav account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MyMav is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MyMav approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

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|  | **COURSE SCHEDULE** |  |  |
| **DATE** | **TOPICS** | **ASSIGNMENT** | **CLASS ROOM** |
| F  1/22 | Introduction and review of syllabus |  | MAC 213 |
| M 1/25 | Chapter 1 – Understanding the Need for  Physical Education |  | MAC 213 |
| W 1/27 | **Lab** |  | PEB 114 |
| F  1/29 | Chapter 1 (cont.) |  | MAC 213 |
| M  2/1 | Chapter 3 – Preparing a Quality Lesson | **Resource Assignment Due** | MAC 213 |
| W  2/3 | **Lab** |  | **S. Davis Elementary** |
| F  2/5 | Lesson Plan Format |  | MAC 213 |
| M  2/8 | Chapter 5 – Improving Instructional Effectiveness | **QUIZ** | MAC 213 |
| W  2/10 | **Lab** |  | **S. Davis Elementary** |
| F  2/12 | Feedback Assessment |  | MAC 213 |
| M  2/15 | Chapter 6 – Management and Discipline |  | MAC 213 |
| W  2/17 | **Lab** |  | **S. Davis Elementary** |
| F  2/19 | Chapter 6 (cont.) | **QUIZ** | MAC 213 |
| M  2/22 | ALT-PE |  | MAC 213 |
| W  2/24 | **Lab** |  | **S. Davis Elementary** |
| F  2/26 | ALT-PE (cont.) |  | MAC 213 |
| M  2/29 | Chapter 8 – Evaluation |  | MAC 213 |
| W  3/2 | **Lab** |  | **S. Davis Elementary** |
| F  3/4 | PE Metrics | **QUIZ** | MAC 213 |
| M  3/7 | Activity Day |  | PEB 114 |
| W  3/9 | **Lab** |  | **S. Davis Elementary** |
| F  3/11 | Chapter 4 - Curriculum Development |  | MAC 213 |
| M  3/14 | **NO CLASS: Spring Break** |  |  |
| W  3/16 | **NO LAB CLASS: Spring Break** |  |  |
| F  3/18 | **NO CLASS: Spring Break** |  |  |
| M  3/21 | Review for Midterm |  | MAC 213 |
| W  3/23 | **Lab** |  | **S. Davis Elementary** |
| F  3/25 | **Midterm exam** | **Midterm**  **Exam** | MAC 213 |
| M  3/28 | Return Exams and Discuss Curriculum Plans |  | MAC 213 |
| W  3/30 | **Lab** |  | **S. Davis Elementary** |
| F  4/1 | Chapter 9 – Legal Liability, Supervision, and Safety |  | MAC 213 |
| M  4/4 | Chapter 9 – Legal Liability, Supervision, and Safety (cont.) |  | MAC 213 |
| W  4/6 | **Lab** |  | **S. Davis Elementary** |
| F  4/8 | Chapter 10 – Facilities, Equipment, and Supplies | **QUIZ** | MAC 213 |
| M  4/11 | Chapter 11 – Integrating Academic Concepts |  | MAC 213 |
| W  4/13 | **Lab** |  | **S. Davis Elementary** |
| F  4/15 | Activity Day |  | PEB 114 |
| M  4/18 | Chapter 15 – Movement Concepts and Themes  Chapter 16 – Fundamental Motor Skills  Chapter 17 – Manipulative Skills (cont.) | **Curriculum Plan Due** | MAC 213 |
| W  4/20 | **Lab** |  | **S. Davis Elementary** |
| F  4/22 | Chapter 13 – Physical Fitness |  | MAC 213 |
| M  4/25 | Chapter 13 (cont.) | **QUIZ** | MAC 213 |
| W  4/27 | **Lab** |  | **S. Davis Elementary** |
| F  4/29 | Current Event Discussions | **Current Event Write-Up** | MAC 213 |
| M  5/2 | Current Event Discussions |  | MAC 213 |
| W  5/4 | **Lab** |  | **S. Davis Elementary** |
| F  5/6 | Review for Final Exam |  | MAC 213 |
| **M**  **12/14** | **8:00 a.m. – 10:30 a.m.** | **Final Exam** | MAC 213 |

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. 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.*

*–Alison N. White*