

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PHED 201-001 - Developmental Motor Pattern (3)  
Fall 2014

DAY/TIME: M W 9:00-10:15 am  
LOCATION: Rm. 214, Freedom Center  
INSTRUCTOR: Mrs. Linda Krout  
EMAIL ADDRESS: lkrou@gm.u.edu

OFFICE LOCATION: Bull Run Hall, Rm. 228B  
PHONE NUMBER: 703-993-2096  
OFFICE HOURS: M-W 10:30-11:30, 1:30-3:30  
FAX NUMBER: 703-993-2025

PREREQUISITES: None

COURSE DESCRIPTION: Analyzes motor-skill development and prescription of activities from immature to mature stages.

COURSE OBJECTIVES: At the completion of this course, pre-service teachers should be able to:

1. Identify stages of children's motor development in the content areas of educational games, educational gymnastics and dance.
2. Observe and analyze children's performance of basic motor patterns
3. Develop reflection skills about the quality of your work with children
4. Design progressions for students at different motor stages and motivate ongoing participation.
5. Demonstrate competence in basic motor skills from the Skill Theme Approach for teaching physical education.
6. Apply the Skill Theme approach to developmentally appropriate educational games, gymnastics and dance
7. Analyze current statistics on children's physical activity patterns and health needs
8. Subscribe to and examine physical education websites for their value as teaching resources
9. Begin an ongoing process of developing a philosophy of teaching physical education and reflect on one's professional development.
10. Determine ways to encourage student self-motivation for physical activity.
11. Organize and lead class activities using managerial and instructional routines.

REQUIRED READINGS:

- a) Graham, G., Holt/Hale, S., & Parker, M. (2013). Children Moving (9th ed.), New York, NY: McGraw-Hill Publishers

NASPE STANDARDS RELATED TO COURSE:

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

**Standard 2: Skill and Fitness Based Competence\***

*Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.*

**Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

NATURE OF COURSE DELIVERY: face-to-face

**EVALUATION:**

**\*\* Students are responsible for all work conducted in class regardless of being absent. Email is strongly encouraged when absent but you MUST submit the assignment on the due date to receive full credit.**

EXAM 1	20%	100
EXAM 2	20%	100
Skill theme Presentation	5%	25
Philosophy	10%	50
Assignments	20%	100
EXAM 3	20%	100
TOTAL	100	500

## Grading Scale

465-500=A    450- 464=A-    435 – 449 =B+    415 – 434=B    400 – 414=B-  
385 – 399=C    365 – 384=    350 – 364=C-    300-349=D    <300=F

## Attendance Policy

In accordance with the GMU Attendance Policies, “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

Professional dispositions: This course is foundational to all courses that lead to teacher licensure and the Bachelor of Science in Education degree. Student attendance and participation in class activities are directly related to professional development and dispositions in this career; therefore, you are expected to attend class regularly. You are entering a licensure program that requires several developmental stages toward becoming a professional committed to student learning in schools. Professional dispositions are values, attitudes and professional ethics toward learners, peers, professors and the learning process. You will self-evaluate on dispositions throughout the semester and examine your commitment to the teaching profession.

**The following scale will be used**

- Two (2) absences are permitted
- Two (2) “tardies” = 1 absence\*
- Two (2) “early departures” = 1 absence\*
- 3 absences = 20 grade points
- Each additional absence = 15 points

\*Attendance is taken at 9:00 am. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

**\*\*Students are responsible for all work conducted in class regardless of being absent. Email is strongly encouraged when absent with assignment attached on the date due to receive full credit for the assignment.**

## Description of Assignments:

- a. Philosophy of physical education: Develop your physical education philosophy at the beginning of the semester and provide a more detailed philosophy at the end of the semester. Attach original version of the philosophy to the revised copy. There must be a revision or elaboration of your original paper. Include at least 3 resources for your bibliography
- b. Motor Skills Analysis: Use Haywood’s Component Approach to observe assigned motor patterns of children during your field observation. Acquire data on each child’s participation in and out of school and adapt several motor skills to motivate them. Rubric is provided. You will need to assess a child preferably in the K-3 grade level.

- c Game Design: As part of a small group you will design an educational game in class that meets established criteria for a learning experience. You will organize and teach peers your game design.
- e. Popplet: You will be responsible for creating a popplet using the content from Chapters 1-3. All criteria will be posted on blackboard.
- f. Skill Theme Progression Presentation: You will be responsible for creating a progression of activities in a chosen skill theme and presenting it to your peers. The STA template on blackboard will be used. The progression of activities will be submitted online one week prior to the presentation in class for instructor approval.
- g. Peace Journal: You will be responsible for keep a journal entry 3 times a week which will be discussed and submitted at the end of the semester. All criteria will be posted on blackboard and a rubric will be provided.
- h. PE & Technology: During observation and analysis of motor skills you will videotape a peer in class using the application Ubersense or Coach's Eye and develop skills in analyzing mature motor patterns.
- i. EXAM #1: The content of the Exam will consist of Chapters 1,2, 3, 7, 16, 17, and 18. The questions will be multiple choice, true/false and short answer.
- j. EXAM #2: The content of the exam will consist of chapters 11, 12, 19, 20, 21, 24, 25, 26, and Kathleen Components Approach. The questions will be multiple choice, true/false, fill-in and short answer.
- k. FINAL EXAM: The content of the exam will be partially cumulative and a specific focus on chapters 22, 23, 27, 28, 29, 30. The questions will be multiple choice, true/false, fill-in and short answer.

#### TENTATIVE COURSE OUTLINE

#### **Week 1**

- Aug. 25 (M): Introduction to course, purpose, objectives, policies. READ: Exercise is a State of Mind: PE, PA, PF: CK, PK, TK, TPAK  
 Chapt. 1, Purpose of PE in schools. Virginia Standards Instructional Resources in PE  
 Assign Philosophy paper READ: The Importance of PE
- Aug. 27 (W): Chapt. 2, The Skill Themes Approach,  
 Sports vs. STA, Sports to Skill Themes Lab  
 READ: Get Out and Play Flipped Classroom. Blended Learning,

#### **Week 2**

- Sept. 1 (M): LABOR DAY NO CLASSES
- Sept. 3 (W): Chapt. 3, Movement Concepts;  
 Chapter 5, Generic Skill Levels Newsprint  
**Philosophy Due**

#### **Week 3**

- Sept. 8 (M): Chapt. 13, Space Awareness, Space Ship, red, green, yellow light  
 Pac Man; "Musical Chairs" using squad formation "NO Vacancy" or "City Street,  
 Crowded Spaces"  
 READ: Faster, Stronger, Smarter  
 Assign Shopping Frenzy
- Sept. 10 (W): Chapter 17, Effort "Change Gears", "Follow the Leader"

#### **Week 4**

- Sept. 15 (M): Chapt. 15, Relationships, Solo, Partner, Between Groups, Alone in a Mass  
 Magic Hoops (w/objects) Read: Skill Analysis
- Sept. 17 (W): Chapter 16, Traveling Patterns; Tinikling Chapter and Jump Bands  
 Pedometers: Chapter 19 Jumping and Landing George Graham  
**Model Skill Theme Progression Children Moving: Assign Presentation Schedule**

#### **Week 5**

#### **Mid-Term**

- Sept. 22 (M): **Exam #1**

Sept. 24 (W): Haywood's Component Approach for observing motor pattern  
 Video horizontal jump using Ubersense Application  
 READ Over Arm Description  
 READ: Throw Like a Girl

### **Week 6**

Sept. 29 (M): Chapt. 23, Throwing and Catching Kathleen Haywood  
 Haywood's Component Approach for observing motor patterns.  
 Assessing the Developmental Level of Throwing  
 Video each student's throwing pattern using Ubersense Application  
 Assign Motor Analysis

Oct. 1 (W): Chapt. 23, Throwing and Catching, George Graham  
 STA (Throwing) Presentation:  
 STA (Catching) Presentation:

### **Week 7**

Oct. 6 (M): Chapter 17, Chasing, Fleeing and Dodging  
 STA Presentation:

Oct. 8 (W): Chapter 18, Bending, Stretching, Curling and Twisting  
 STA Presentation:  
 Motor Analysis Due

### **Week 8**

Oct. 13 (M): COLUMBUS DAY NO CLASSES

Oct. 14 (T): Chapter 16 Traveling  
 STA Presentation

Oct. 15 (W): Chapt. 22 Kicking & Punting  
 STA (Kicking) Presentation:

### **Week 9**

Oct. 20 (M): Chapt. 24, Volley & Dribbling Student Teacher Video  
 STA Presentation (Volley):

Oct. 21 (W): *Exam #2*

### **Week 10**

Oct. 27 (M): Chapter 24, Volleying & Dribbling  
 STA Presentation (Dribbling):

Oct. 29 (W): Chapt. 25 Striking with Rackets and Paddles  
 STA Presentation (Paddles)

### **Week 11**

Nov. 3 (M): Chapt. 25 Striking with Rackets and Paddles  
 STA Presentation (Rackets);

Nov. 5 (W): TBA

Nov. 6-9: VAHPERD CONVENTION, Virginia Beach

### **Week 12**

Nov. 10 (M): Chapter 26 Striking with Long Handled Implements  
 STA Presentation (LHI):

Nov. 12 (W): Chapt. 30 Skill Themes in Games  
 Game Design with Partners  
 Tchoukball

### **Week 13**

Nov. 17 (M): Game Design and Presentation DUE  
 READ: Balance – It Just Takes Practice

**Revised Philosophy Due**

Nov. 19 (W): Chapt. 29 Gymnastics  
 Chapt. 20 Balance  
 Solo balance, partner balance, group balance  
 STA Presentation:

**Week 14**

Nov. 24 (M): Chapter 21, Transfer Weight and Rolling  
 STA Presentation:  
 STA Presentation:

Nov. 26 (W): THANKSGIVING RECESS NO CLASSES

**Week 15**

Dec. 1 (M): Chapter 28 Dance, Rhythms & Dance  
 Sport Skills Movement 32 Count Sequences.  
 Rhythmic Dance, Ribbon Sticks, Jump Ropes,  
 Scarves, Instruments, Lummi Sticks William Tell Overture  
 Cultural Dances, Latin Dance, Salsa Dance, Cha Cha

**Peace Journal Due**

Dec. 3 (W): Rhythmic Dance, Country Dance, Line Dancing, Cowboy Motion, Cowboy Boogie,  
 I Love a Rainy Night, VA Reel

**Week 16**

Dec. 8 (M): Reading Day. Introduction to Creative Dance: Create Own Sequence.

**Final Exam:** Per Final Exam Schedule: Monday, Dec. 15th, 2014, 9:00-10:15 am

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

*Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

