



KIN 3217 Fundamental Movement Skills

"Developing skillful, creative, and knowledgeable movers"

Course Description

Fundamental Movement Skills is designed to expose future physical educators to pedagogical movement skills necessary for building skillful, creative, and knowledgeable movers. Teacher candidates will understand the knowledge, skills and attitudes for K-12 Physical Education presented in Texas Essential Knowledge and Skills (TEKS) and the National Physical Education Standards that address movement and practice teacher tasks involved in the planning and implementation of learning experiences specifically related to building movement knowledge and skills.

Prerequisite Course - KIN 2332 Motor Learning

Rationale

Fundamental movement skills will provide teacher candidates with an in depth overview of a variety of fundamental movements which are the foundation for advanced movement concepts and skills. The TEKS and the National Standards will be the basis for instilling in teacher candidates' a sense of accountability for making sure that students leave their physical education classes with knowledge and a variety of skillful and creative movements in order to increase the opportunity for them to lead physically active lifestyles.

COURSE OBJECTIVES - At the end of the course the student will:

Foundational Knowledge

1. Understand the concepts and principles of Movement Concepts and Movement Skills.
2. Identify and describe movement skills and concepts in relation to the TEKS and National Standards.
3. Articulate the knowledge, skills, and attitudes for fundamental movement concepts and skills.

Application

4. Use appropriate terminology when discussing and/or reflecting on movement skills/tasks.
5. Describe, practice, and participate in teacher/student tasks (before, during, and after learning experience) used in creating and implementing innovative learning experience plans (LEP) that specifically include fundamental movement concepts and skills.
6. Reflect on learning experience(s) and fundamental movements.
7. Utilize technology to retrieve articles for review, teaching tips, suggestions for activities and classroom management related to the learning and/or instruction of movement concepts and skills.
8. Design and create a movement tool-box for use in future physical education settings.

Integration

9. Discuss and reflect on the role of Texas Essential Knowledge and Skills and the National Standards in developing a quality physical education curriculum and learning experiences that enhance student learning in movement concepts and movement skills.

Human Dimension

10. Reflect on personal proficiency in a variety of movement skills and concepts.
11. Collaborate with peers in providing constructive feedback and quality fundamental movement concepts and skills.

Caring

12. Advocate for **quality** daily K-12 physical education in the public schools.

Learning How to Learn

13. Become a student of teaching (pedagogy).

COURSE MEETINGS

Course	Days & Time	Location
KIN 3217	TR 10:30 -12:00	Holliday Hall

INSTRUCTOR INFORMATION

INSTRUCTOR: Roina Baquera-Shaw, MS
OFFICE: CHS 517
TELEPHONE: 747-7240
EMAIL: ribaquera@utep.edu
OFFICE HOURS

REQUIRED TEXTS

Rink, J. (2006). Teaching physical education for learning (5th ed.). Boston, MA: WCB McGraw-Hill.

Mood, D., Musker, F., and Rink, J. (2007). Sports and Recreational Activities. (14th ed.). Boston, MA: WCB McGraw-Hill.

WEBSITES AND RESEARCH SOURCES

www.tea.state.tx.us/rules/tac/ch116.html

<http://www.texas.ets.org/texas/>

www.pecentral.com

www.teachervision.com

www.actionforhealthykids.org

<http://www.cdc.gov/HealthyYouth/index.htm>

<http://www.tea.state.tx.us> (A-Z index, Health & Safety, Health & Physical Education)

<http://www.aahperd.org> (search NASPE)

www.tahperd.org



Semester Thought:

“To repeat what others have said requires education; to challenge it, requires brains.”

-Mary Pettibone Poole

EVALUATION OF STUDENTS

KIN 3217

<u>Category</u>	<u>% of Grade</u>	<u>Points Possible</u>	<u>Points Made</u>
Professional behavior, attitude, and enthusiasm for the profession		PASS/FAIL	
Readiness Assessments Tests		(200)	
Individual RATs			
IRAT 1	17%	20	_____
IRAT 2		20	_____
IRAT 3		20	_____
IRAT 4		20	_____
Team RATs			
TRAT 1		20	_____
TRAT 2		20	_____
TRAT 3		20	_____
TRAT 4		20	_____
Class Assignments		(250)	
1) Tickets To Class/Discussion & Group Assignments	22%	7 X 10 = 100	_____
2) Reflective Learning Statements		5 X 10 = 50	_____
3) Article Reviews		5 X 20 = 100	_____
Movement Toolbox			
Contains:	35%	(400)	_____
✓ TTCs			
✓ Article Reviews w/articles			
✓ Class Notes/Journal/Activities			
✓ Learning Experience Plans			
✓ Movement Concepts and Tools			
Teamwork Behavior Evaluation(s)		2 x 100 = 200	_____
<i>Final Exam: Thursday, May 14, 10:00 AM – 12:45 PM, site to be announced</i> TEXES Physical Education EC-12 Qualifying Exam	6%	(77)	_____
<i>Unexcused Absences = -50 points each</i> <i>Tardy(ies) = -25 points each</i>			

Grades will be determined according to the following scale: (1127 possible points)

- A = 1014 – 1127 points
- B = 901 -1013 points
- C = 788 – 900 points
- D = 676 – 787
- F = 675 points or lower

NOTE: to pass the class students **MUST attain a “C”** or better to ensure that they have achieved an acceptable level of performance to enter the teaching profession. Teaching is a complex art that cannot be mastered without competence in the necessary basic tools, skills, and knowledge offered in these courses.

A STUDENT CAN FAIL THE COURSE OR BE ASKED TO COMPLETE ADDITIONAL TASKS IN SUBSEQUENT SEMESTERS IF THE INSTRUCTOR DETERMINES THAT THE STUDENT LACKS PROFESSIONAL BEHAVIOR, THE KNOWLEDGE, SKILLS, ATTITUDE, OR ENTHUSIASM FOR THE PROFESSION.

*****FINAL DAY TO DROP CLASSES FOR Spring 2009 IS Friday, April 3, 2009.*****

*****Kinesiology Advisor Mania Days*****: Wednesday, March 10th and Friday, March 27th both days from 7:30 AM – 5:00 PM at the College of Health Sciences Building.

SPECIFICATIONS OF LEARNING ACTIVITIES KIN 3315

Class Assignments. Class assignments criteria and standards will be provided in due time. All assignment products will be entered in the student's portfolio. Class assignments include but are not limited to:

- **Tickets To Class**. Various assignments to be completed before class and submitted on WebCT and/or a hard copy will need to be brought to class.
- **Reflective Learning Statements**. Journaling allows students to reflect upon their experiences and assignments and share their thoughts, feelings, impressions, perceptions, and attitudes about their performance, an event, an assignment, and other learning experiences. A journal serves as a means of describing a situation, reacting to that situation, reflecting upon your own and others actions, and using those reflections to learn, to grow, and to actively change behaviors. Journal entries are not viewed as right or wrong and may include positive and negative instances. Because journals reflect personal feelings, thoughts, and perceptions, they typically are not graded for content, but they are graded for depth of thought, deep learning, and the subsequent behavioral changes made by the student. The journal often reflects the path of learning a student followed in a class. All journal entries will be included in the student's personal portfolio and generally will be posted on WebCT. A rubric will be provided.
- **Article Reviews**. Articles selected by the student will be read, reviewed and posted in the appropriate WebCT discussion board. The article review includes an APA bibliography entry, statement of the problem/purpose of the article, summary of the article, and the student's personal reflection on the article and what s/he learned from it. A rubric will be provided.
- **Final Reflection**. The final reflection is a summary statement of the student's weekly reflections throughout the semester.

THE ROLE OF WEBCT

This semester we will use WebCT for submissions of assignments, reflections, and lesson plans as announced. You will also post items on the Discussion Board when appropriate. Instructions will be given when needed.

Discussion Board (Group Work): You will be reading articles and discussing the readings with the participants on a discussion board. The discussion board is located in WebCT (<http://WebCT.utep.edu>).

When assigned, you will write at least 250 words or more in your discussion posting in response to guided questions that will be provided. You will also reply (at least 50 words each response)

to the entry of at least two of your fellow classmates each week. If a posting has two replies, you need to select a different posting to reply to.

The deadlines for postings will normally be at 12:00 PM/MST on the assigned day.

*You can view the syllabus, assignments, discussion boards, and other supplemental material related to this course on WebCT. You can also send e-mails to your fellow classmates or to me through WebCT – **always remember to include an appropriate subject line to prevent your e-mail from going into the junk mail folder.** Please note that you cannot use the WebCT e-mail system to send e-mail to anyone outside the class OR to e-mail me at my UTEP e-mail address.*

You must get into the habit of checking WebCT at least once a day to make sure you do not miss any important announcements which will be posted on the homepage.

STUDENT RESPONSIBILITIES

Attendance/Tardy Policy: Students are expected to attend and participate in all classes. Each student has *one* excused absence for the entire semester. Once a student has used this excused absence, **50 points will be subtracted from his/her total points** for each subsequent absence. Students are responsible for acquisition of material covered on days they were absent. Arrangements must be made with the instructor *prior* to an absence. Attendance is taken at the beginning of class. **Students who are tardy will have 25 points subtracted from his/her point total.**

1. All assignments, reports, and other related coursework are to be turned in **at the beginning of the class period on the due date.** **NOTHING** will be accepted beyond the due date without prior approval of the instructor.
2. **Read chapters ahead of time** and have your assignments completed so you can ask and respond to questions in class, complete quizzes successfully, and be involved in discussions/ assignments.
3. Expect to spend 6-9 hours per week **outside of class** on *each* course.
4. **Cell phones should not be seen or heard during class.**

TEACHER RESPONSIBILITIES

1. I will provide you clear instructions on class expectations and any performance gauging (in-class team work, in-class discussions, short papers, team work, presentations, and any other homework).
2. I will foster learning and engagement. If at any time you feel that you are lost you have the right to contact me via e-mail or discussion board (I would prefer a discussion board so we can share the conversation for everyone) and ask me to go over material if need be or be more explanatory with the lecture.
3. I will check my e-mail and phone messages at least once a day during working hours and will answer back to you within 12 hours as long as you have followed the guidelines for e-mailing me.
4. I will return phone calls related to class activities in a timely manner.
5. I will provide feedback on your performance gauging activities in a timely manner.
6. I will keep you informed about your progress in the class at all times, and will make time to discuss your needs. This includes being available at Holliday Hall prior to or after scheduled class time at your request. This is available to you in addition to the scheduled office hours.
7. I will leave myself open to suggestions about improvement of the class and class related activities.
8. I will do all I can to ensure your learning and success in this class.

SCHOLASTIC HONESTY AND DISCIPLINE

Students are encouraged to study together and to share their knowledge freely during the learning process, as well as cooperate to the best of their ability on group projects. However, during exams and quizzes no assistance from other students or outside sources is allowed (materials such as books and notes may not be used unless otherwise indicated by the instructor). Students should handle their answer sheets discretely by keeping them out of easy view of others. Students may discuss individual written assignments (i.e. lab reports, article reviews, etc.) but these assignments must be the student's own work. "Scholastic dishonesty--which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed, or attempting to pass any examination by improper means--is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty will be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner that provides the accused student his or her rights of due process.

PROFESSIONAL CONDUCT

During this course you will be expected to deal with your subject area, your colleagues, and yourself as a professional. Approach learning with offensive strategies rather than with defense and evasion. Demonstrate pride in your chosen profession through both your *actions and your attitude*. This includes being on time for class and coming to class prepared. **Attendance is required. Refer to Attendance Policy.**

LEARNING DISABILITIES

The Kinesiology Program seeks to provide reasonable accommodations for all qualified individuals with disabilities with respect to equal educational opportunities. It is the student's responsibility to present proper documentation to the faculty member in a timely manner in order to arrange for appropriate accommodations. For more information, contact the UTEP Disabled Student Services Office at 747-5184 located in the East Union Building 106.

