SYLLABUS
Rhythms and Movement Concepts for Physical Education
Course Number: PEDU 310
(2 credits)

Instructor: Mrs. Portia Kershaw
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Semester: Spring 2015
Course Location: HPERC
Meeting Day & Time: Monday, Wednesday, 2:00-2:50
Office Location: HPERC 318
Office Hours:
Course Credit Hours: 2

Course Description
A practical study of the rhythmic structures of dance movements and their promotion of motor skill development. The course will also explore the development of physical coordination, strength, and related teaching techniques of floor gymnastics.

Textbook
Student Learning Outcomes

Degree Program
1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
2. Teacher candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards and CAEP.
3. Teacher candidates will implement practices that reflect the cognitive, mental and physical development of K-12 students.
4. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.
5. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.
6. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.
7. Teacher candidates will integrate 21st century knowledge and skills in instruction.
8. Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.

Course Objectives or Learning Outcomes
1. To develop safety and health principles in using the equipment and facilities.
2. To make lesson plans and develop teaching techniques.
3. To understand the history, basic terminology, etiquette, physical and social values of dance and gymnastics.
4. To appreciate and know the basic fundamental skills of gymnastics, social, line, and square dance.
5. Understand the use of the body as an instrument for creative expression.
6. Develop appreciation for the arts.
7. Apply basic elements of movement to create a short original composition of movement, text, or both.
8. Preparation for the student (i.e. warm-ups) necessary to properly execute skills.
9. To understand dance/gymnastics class etiquette and vocabulary.
10. Perform in class with confidence.
11. Apply theories of physical dynamics, and move as an ensemble with other students.

North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety. o Teachers demonstrate leadership
   o Teachers establish a respectful environment for a diverse population of students o Teachers know the content they teach o Teachers facilitate learning for their students o Teachers reflect on their practice

Fayetteville State University School of Education Conceptual Framework
The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision, which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Teacher Education program. The themes of our conceptual framework and associated expectations are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

Course Outline/Schedule/Calendar/Requirements
1. All students must be dressed in the physical education Major’s uniform.
2. All students must have required text.
3. Class attendance is mandatory - see University’s catalogue.
4. All assignments are due on the assigned dates. (Absolutely NO LATE ASSIGNMENTS)
5. Participate in all classes.
6. Conduct yourself in a manner befitting a professional.
COURSE COMPETENCIES
Students are expected to become proficient in the skills and/or exhibit the following behaviors:

1. Understand and use a variety of movement experiences that promote motor skills.
2. Understand, select, and use appropriate teaching methods, equipment, and supplies to implement the physical education program.
3. Select and design appropriate techniques to evaluate student progress.
4. Provide learning experiences in which physical activity can be enjoyed.
5. Define, recognize, and identify terminology related to movement and motor skills.
6. Be committed to having lesson plans and resource unit’s current.
7. Each student will demonstrate through his/her overall behavior and average mastery of the knowledge, skills, and sequential learning essential to becoming a good physical educator.
8. Ability to demonstrate proficiency in the execution and analysis of the motor skills/techniques.
9. Students will gain experience in fundamental motor and sports skills in a supervised teaching practicum.
10. Create or participate in a performance work that exhibits the numerous concepts learned in class.

COURSE OUTLINE

Week 1 – Introduction / Syllabus Course Requirements

Week 2-3 – Lesson Planning / NC National Standards
   Dance group warm ups/ practical demonstrations

Week 4-5- Rhythmic Games and Activities

Week 5-6 - Introduction to Line Dancing

Week 7-8 - Introduction to Folk /Social Dancing

Week 9-10 Introduction to Aerobic Dance Activity

Week 11-16 Gymnastics
   Basic orientation and fundamental of gymnastics
   A. Key terms and Vocabulary
   B. Safety
   C. Warm up Routines for gymnastics

Floor / Mats Stunts

A. Forward Roll          H. Knee, Shoulder Stand
B. Backward Roll         I. Log Roll
C. Thigh Stand           J. Double Roll
D. Cartwheel             K. Head Stand
E. Kip –up               L. Elbow Stand
F. Low Balance Beam      M. Round Off
G. Crawling 4pt, 2pt     N. Stop, Drop and roll

Week 13 -16 – Individual Floor Routines
Assessment and Evaluation Criteria

All exercises and examinations will be graded according to the percentage value stated below:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plans</td>
<td>100</td>
</tr>
<tr>
<td>Teaching Assignment (2)</td>
<td>150</td>
</tr>
<tr>
<td>Group Dance Routine</td>
<td>100</td>
</tr>
<tr>
<td>Rhythmic Assessment</td>
<td>50</td>
</tr>
<tr>
<td>Paper (History of Dance)</td>
<td>100</td>
</tr>
<tr>
<td>Class Dance Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Points 700 Points

Grading Policy

584 – 700 A
468 – 583 B
352 – 467 C
236 - 351 D
235 - below F

INSTITUTIONAL GUIDELINES

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitutes academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Fayetteville State University Undergraduate Catalog pg. 85

Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a minicommunity. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members; 8. Entering class late or leaving class early on regular basis; and
The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Class Attendance**

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

**Excused Absences**  [Link](http://www.uncfsu.edu/policy/academic_affairs/ReligiousObservances.pdf)

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.
Withdrawal from Class
Complete the form available on the registrar’s website http://www.uncfsu.edu/registrar/forms.htm, obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

Withdraw from the University
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Disabled Student Services
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

FSU Policy on Electronic Mail
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Inclement Weather
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

1. Go to the FSU Bronco Alert Emergency Message Sign-Up page.
2. Enter your Banner ID.
3. Enter your cell phone number, then enter it again to verify. Click
4. Submit.

Useful References
Handbook of Physical Education by David Kirk, Doune Macdonald and Mary O’Sullivan (Oct 4, 2006)
The Physical Education Teacher's Book Of Lists (J-B Ed: Book of Lists) by Marian D. Milliken (Jul 17, 2001)
Teaching Physical Education: A Handbook for Primary and Secondary School Teachers (Kogan Page Teaching) by Richard Bailey (Sep 1, 2001)
Handbook of Adolescent Transition Education for Youth with Disabilities by Michael L. Wehmeyer and Kristine W. Webb (Dec 9, 2011)