



Fayetteville State University
School of Education
Department of Health, Physical Education and Human Services

Undergraduate

1. LOCATOR INFORMATION

Semester: _____
Credit Hours: 3
Course Number and Name: PEDU 331 Kinesiology
Course Location & Meeting Time: HPERC 142
Office Hours: _____
Instructor: _____
Office Location: HPERC _____
Office Telephone: _____
e-mail: _____

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.

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2. COURSE DESCRIPTION

This is a general introductory course dealing with the application of the science of kinesiology as it is made in analysis of movements and fundamentals of successful performance.

3. TEXTBOOK

Thompson, Manual of Structural Kinesiology. McGraw-Hill, 2005, 16th edition, ISBN: 0073028738
Hamilton and Luttgens, Kinesiology, Scientific Basis of Human Motion, 10th Edition, ISBN: 0072489103

4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

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 music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

5. COURSE GOALS AND OBJECTIVES

Upon completion of this course, the student should have the ability to:

1. Apply basic anatomical, kinesiological and physiological concepts of the teaching of physical education.
2. Analyze theoretical concepts of movement.
3. Apply mechanical principles of movement.

4. Analyze skill performance and bring about its improvement.

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Physical Education Standards	NCATE Standard(s)	Assessment(s)
x	Standard 1. Physical education teachers understand physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge.	Content Knowledge	
x	Indicator 1: Identify elements of motor skills performance, and combine motor skills into developmentally appropriate sequences.	Content Knowledge	Examination Labs Paper
	Indicator 2: Demonstrate motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study, <i>Healthful Living, K-12</i> (Physical Education component.)	Content Knowledge	
x	Indicator 3: Describe performance concepts and strategies related to skillful movement and physical activity.	Content Knowledge	Examination
x	Indicator 4: Describe and apply bioscience and psycho-social concepts to skillful movement, physical activity, and fitness.	Pedagogical Content Knowledge	Examination Lab Paper
x	Indicator 5: Understand and debate current physical education/activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives.	Content Knowledge Pedagogical Content Knowledge	Examination
	Indicator 6: Demonstrate knowledge of approved local, state, and national content standards (e.g. Physical Education, K-12).	Professional Pedagogical Content Knowledge Student Learning	
	Indicator 7: Demonstrate knowledge of principles related to organization and administration of physical education programs.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
x	Standard 2. A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development. The focus of this standard is application of growth and development concepts to specific teaching experiences.		
x	Indicator 1: Monitor individual and group performance in order to ensure safe instruction that meets learner developmental needs in the physical, cognitive, and social/emotional domains.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Examination Labs
	Indicator 2: Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	

x	Indicator 3: Identify, select, and implement developmentally appropriate learning/ practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures
x	Standard 3. A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
x	Indicator 1: Use managerial routines that create productive learning experiences and environments.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures
x	Indicator 2: Organize, allocate, and manage resources to provide active and equitable learning experiences.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures Labs
x	Indicator 3: Use a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures
x	Indicator 4: Use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.		Lectures Labs
	Indicator 5: Develop effective behavior management strategies.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
x	Standard 4. A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
x	Indicator 1: Physical education teachers communicate in ways that demonstrate sensitivity to all learners.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures Labs
x	Indicator 2: Physical education teachers communicate managerial and instructional information in a variety of ways.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures Labs

x	Indicator 3: Describe and demonstrate effective communication skills.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures Labs
X	Indicator 4: Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures
x	Standard 5. A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards (e.g., Physical Education, K-12). This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
x	Indicator 1: Identify, develop, and implement developmentally appropriate program and instructional goals.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Syllabus
x	Indicator 2: Create developmentally appropriate short and long-term plans that are linked to program goals, learner needs, and performance levels.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures Labs
x	Indicator 3: Select and implement instructional strategies, based on content, learner needs, facilities and equipment, context, and safety issues, to enhance learning in the physical activity setting.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Lectures PowerPoint BlackBoard Labs
x	Indicator 4: Design and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	Labs
	Indicator 5: Apply pedagogical and sub-disciplinary knowledge in developing and implementing effective learning environments and experiences.	Professional Pedagogical Content Knowledge Dispositions for All Candidates Student Learning	
x	Indicator 6: Provide learning experiences that allow learners to integrate knowledge and skills from multiple content areas.		Labs
x	Indicator 7: Select and utilize teaching resources and curriculum materials.		PowerPoint BlackBoard Computer Software
	Indicator 8: Select developmentally appropriate instructional cues and prompts to link physical education/activity concepts to appropriate learning experiences.		
x	Indicator 9: Develop a repertoire of direct and		Labs

	indirect instructional strategies to accommodate student learning in movement settings.		Online assignments
x	Standard 6. A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.		
x	Indicator 1: Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias		Labs Paper Examination
x	Indicator 2: Use a variety of appropriate authentic and traditional assessment techniques to assess learner performance, provide feedback, and communicate learner progress.		Examination Self-testing Computer Software
x	Indicator 3: Involve learners in self and peer assessment.		Peer Evaluation
x	Indicator 4: Interpret and use performance data to make informed curricular and instructional decisions.		Surveys
	Standard 7. A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.		
x	Indicator 1: Demonstrate knowledge of current technologies and their application in physical education.		BlackBoard PowerPoint Computer Software
x	Indicator 2: Design, develop, and implement learning activities that integrate information technology.		BlackBoard PowerPoint Computer Software
x	Indicator 3: Use technologies to communicate, network, locate resources, and enhance continuing professional development.		BlackBoard Email
	Standard 8. A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.		
x	Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths/ weaknesses, multiple needs, learning styles, and/or experiences of learners.		Lectures Examination
x	Indicator 2: Identify and/or use appropriate		Lecture –modes of delivery

	strategies, services, and resources to meet diverse needs of all learners.		
	Indicator 3: Create a learning environment that respects and incorporates learners' cultural experiences.		
x	Standard 9. A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and fellow professionals) and seeks opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates.		Teacher Survey Lectures
	Indicator 1: Apply the five-step NC Performance-Based Licensure Product reflection cycle to reflect on teacher candidates' actions and learner responses in order to improve instruction and enhance learning.		
x	Indicator 2: Use available resources to develop as a physical education professional.		Research Professional Publications Professional Membership
x	Indicator 3: Construct a plan for continued professional growth.		Tenure Tract
X	Standard 10. A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. This standard also encourages teacher candidates to seek opportunities to promote and advocate for quality physical education.		Committee Participation Community Health Fair
x	Indicator 1: Pursue productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.		
x	Indicator 2: Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.		Community Health Fair
x	Indicator 3: Actively participate in physical education/activity professional organizations.		NCAAHPERD AAHPERD
x	Indicator 4: Identify and seek community resources to enhance physical education opportunities.		Conduct educational workshops in surrounding counties

7. CORE STANDARDS

Include the NCDPI Core Standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
x	1. Teachers know the content they teach.	Examination
	2. Teachers know how to teach students.	
	3. Teachers are successful in teaching a diverse population of students.	

	4. Teachers are leaders.	
	5. Teachers are reflective about their practice	
x	6. Teachers respect and care about students.	Examination

8. DIVERSITY

Include the NCDPI Diversity Standards and the assessment(s). Only include the standard or standards you will address in this course.

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
x	1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Examination
X	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Class lectures/Discussions Examinations
	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
x	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Examination Class Lectures/Discussions
	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	

9. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their knowledge of technology in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that apply for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
x	Productivity tool (Power Point)
x	Presentation software
x	Internet
	Web page construction
x	e-mail
x	On-line applications
x	Grade book
x	Video camera
	Scanner
	Excel
x	Smart board
x	Lap Top and LCD panel
	Music Stereo and CD

Include the NCDPI Technology Standards and the assessment(s). Only include the standard or standards you will address in this course.

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
x	1. Teachers demonstrate a sound understanding of technology operations and concepts.	Presentation Web-based Literature Search
x	2. Teachers plan and design effective learning environments and experiences supported by technology.	PowerPoint Presentation BlackBoard Development/use
x	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	PowerPoint Presentation
x	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	Surveys Peer Evaluation (oral)
x	5. Teachers use technology to enhance their productivity and professional practice.	Communication through Blackboard Email
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

Professional Competence		Professional Responsibilities	
X	Appreciates and engages in self-reflection	X	Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in the class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a

			timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
X	Uses culturally sensitive language when communicating with families	X	Shows initiative and motivation
X	Respects the privacy of students and their families	X	Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
X	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

Other _____

11. GENERAL REQUIREMENTS

- 1- Complete Article Reviews
- 2- Quizzes/Exams (written/oral)
- 3- Labs
- 4- Paper

12. EVALUATION CRITERIA

Article Reviews	10 points
Quizzes	20 points
Mid Term Exam	10 points
Labs	20 points
Paper	20 points
Final Oral Exam	10 Points
Final Exam	10 points
Total Points Possible	100 points

13. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
	See BlackBoard for Calendar of Events	

14. TEACHING STRATEGIES

Lectures, class discussions, oral/written evaluations, oral peer evaluations, Labs, Library/on-line research, presentations, use of PowerPoint, BlackBoard, email.

15. UNIVERSITY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

16. REFERENCES

Adrian, M., and J.M. Cooper, 1994. *Biomechanics of human movement*. 2nd ed. Dubuque, IA: Wm. C. Brown Communications.

Foss, M.L., S.J. Keteyian, and E.L. Fox. 1998. *Fox's physiological basis of physical education and athletics*. 6th ed. St. Louis: McGraw-Hill.

Guyton, A.C. 2000. *Textbook of medical physiology*. 10th ed. Philadelphia: Saunders.

Kriby, R., and J.A. Toberts. 1985. *Introductory biomechanics*. Ithaca, NY: Movement Publications.

Hudson, J.L. 1995. Core concepts of kinesiology. *Journal of Physical Education, Recreation and Dance* 66(5): 54-56.

Netter, F.H. 1997. *Atlas of Human Anatomy*. Novartis Medical Education.

Norkin, C., and P. Levangie. 1992. *Joint structure and function: a comprehensive analysis*. 2nd ed. Philadelphia: F.A. Davis.

Smith, E.L.W., L.D. Lehmkuhl, and L.D. Smith. 1996. *Brunnstorm's clinical kinesiology*. 5th ed. Philadelphia: F.A. Davis.

Steindler, A. 1970. *Kinesiology of the human body*. Springfield, IL: Charles C. Thomas.