

University of Louisiana at Lafayette
College of Education
Class Syllabus

Course: KNES 215 (001)	Semester: Fall 2006
Schedule: MWF 8:30-9:20	Location: 108E
Instructor: Connie Lavergne	Office Hours: posted on Moodle
Telephone: 482-6560	Office: 135A Bourgeois Hall
Email address: swim@louisiana.edu	

Course Description

KNES 215: Skills and Techniques for Rhythms, Stunts, & Tumbling (1,2,2) Skills, knowledge, techniques, and methods required for fundamental rhythmic activities, cooperative stunts, and body management activities. Application to lifespan activity and educational settings are emphasized.

Course Requirements

- A. Dress appropriately for class each day. Appropriate attire includes warm-ups, wind suits, gym shorts, tee shirts, and socks. Inappropriate attire includes jeans, dress clothes, shirts, blouses, boots, no shirt sport bra, or any offensive attire.
- B. Students are required to actively participate during class. Failure to participate equals an absence.
- C. Students are required to achieve minimum competencies in selected skills.
- D. All beepers and cell phones must be turned off while in class unless you receive permission from the instructor.
- E. Students must have a university email account and access to Moodle. Students will have an internet assignment.

Text

Pangrazi, Robert, **Dynamic Physical Education for Elementary School Children**, 15th ed. Same textbook used for KNES 322. Also 14th edition is acceptable.

E-mail account- ULL e-mail account & access to blackboard (Help desk in Stevens Hall). Students are required to set up an email account for this class. It will take the help desk 24 hours to activate your account, so please keep this in mind. Go to Stephen's Hall Help Desk and register for an account.

Conceptual Framework: The Responsive Professional

*The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution's commitment to be a responsive university. Teacher candidates are to demonstrate knowledge, skills, and dispositions associated with the four elements of a **Responsive Professional**. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.*

Course Objectives and Corresponding Unit Outcomes

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

1. List progressions and developmental level of placement gymnastic activities. (CF-K2) (Disp 2).
2. understand and apply sport pedagogy skills by organizing a comprehensive lesson of gymnastic activities that includes the six basic groups: animal movements, tumbling and inverted balance, balance stunts, partner and group stunts, individual stunts, partner stunts and partner support activities. (CF-K3) (Disp 1.)
4. understand the class room management & cite safety considerations essential to the gymnastic program . CF-K6 (Disp 4)
5. describe tumbling activities & body management skills(small apparatus) that are appropriate for elementary school children.
6. apply proper instructional procedures rhythm, tumbling & stunt activities.
7. design a safe environment when teaching rhythm, stunts and tumbling activities.
8. Teach activities using scarves, balloons, ropes, mats, wands, hoops, and tinkling .
9. Know where to find sources of rhythmic accompaniment.
10. Describe instructional procedure and ideas to facilitate implementation of rhythmic movements in a yearly program.

Course Requirements

All students must have an email account and access to web via school or personal computer.

PASS-PORT Artifacts Unit & Lesson plans

Technology Integration

Email and Internet assignments, power point presentations, Lesson & season practice plans completed electronically

Course Evaluation

Grading Procedures for Undergraduate Students	
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Below 60%	F

GRADING CATAGORIES	POINTS
Outside Class Assignments & Online Quizzes	100
Skill Tests & Class Participation	100
Teaching Performances	100
In Class Written Final	100

Student Responsibilities: Professional Behavior:

Attire: Students must be properly attired for workouts : loose fitting shorts, gym shorts, socks (on the mat), proper exercise shoes off the mat (running shoes, cross-trainer, athletic shoes), warm-ups, T-shirts; No street shoes (e.g. Hard soled shoes, deck shoes or sandals) are permitted on work out days. Pants shall be worn on your waist not showing undergarments. No jewelry will be allowed (excluding watch, wedding band and whistle). When a student is improperly is attired, they will be asked to leave and will receive an unexcused absence for that day. Keep extra clothes in your locker so that this does not happen.

Punctuality: Life is not predictable, therefore, it's understandable that on occasion, one may be late. Beyond a single occurrence; there will be a penalty due to the class disruption that it causes. For example in a TR class of 30 students, if a different student was late each day throughout the semester, the class would be disrupted everyday for the entire semester. For this reason, a person who is late twice will be given an unexcused absence and each additional tardiness will result in another unexcused absence.

IMPORTANT NOTICE: If you are late arriving to class it is probably result in you being marked absent due to the roll already being called. It is your responsibility to advise (remind) the instructor when you come in late rather than try to avoid being detected. Attempting to convince the instructor later in the semester that you were present on a date that you were marked absent is likely to be argumentative and unsuccessful. Adjustment to the attendance record will only be made on the day of the tardiness occurs. The correction to the roll should be witnessed by the student.

Workout Participation: All students are expected to participate at a level and intensity appropriate for teacher candidates in physical education. Avoid taking excessively long periods or rest or breaks (30 seconds). Follow the teacher's or student teacher's directions promptly and with a professional attitude. Clowning around will result in 2% points being deducted from your grade. This is a subjective determination by the instructor so if you do not want to lose points, stay effectively busy and follow directions. Anyone habitually violating rules will be asked to leave and will be given an unexcused absence for that day.

Attendance Policy: The university allows each faculty member to determine what constitutes excessive absences (excused or unexcused) as long as they are not less than 10% of the total number of class meetings. Students enrolled in classes that meet twice a week will be allowed three absences and classes that meet **three times per week will be allowed five.** Excused absences are defined as

- (1) illness: documented by a health professional,
- (2) serious accident: documented by police report or injury report,
- (3) required attendance at an authorized university sponsored event- documentation required,
- (4) or permission from the Instructor **PRIOR** to the class that is to be missed. Make up is not allowed for any other unexcused absences.

Students will not be penalized if they exceed the maximum number of absences indicated if **ALL absences meet the above criteria for an excused absence. Any Student, however, who has even ONE unexcused absence and who also exceeds the maximum number allowed will receive an F for the course.** If this should occur before the last scheduled date to withdraw (see this semester published date), it may be in the student's best interest to officially withdraw from the course and receive a grade of W. If the excessive absence occurs after the last date to withdraw, a failing (F) grade will be awarded. If you do not understand this policy or anticipate problems in adhering to it, request immediate clarification from the Instructor.

Academic Honesty

The College of Education adheres to the policy on academic honesty as outlined on page 427 in the Undergraduate Bulletin (2003-2005).

Students Requiring Special Accommodations

Students requiring special accommodations must register with the Office of Services for Students with Disabilities and provide official documentation to the instructor in a timely manner.

Emergency Evacuation Procedures

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Student who may need assistance should identify themselves to the teaching faculty.

TOPICS

Progression & Developmental Level Placement

Instructional Methodology for Gymnastics

Safety Considerations & Instructional Procedures

Warm-up & Flexibility Activity

Wrists, Ankles, Quadriceps, Neck, Lower Back & Shoulders

Body Management & Fundamental Motor Skill

Tumbling

Development Level I

Rolling Log, Side Roll, Back Roller, Backward Curl, Backward Roll (Handclasp Position)
Climb-up (Handclasp back roll), Shoulder roll with hand by foot, Three-Tip-Up
Mountain Climber (Tripod) , Forward Roll (tuck position), Forward Roll (Straddle Position)

Basic Gymnastic Positions

Tuck, Pike, Straddle, Front-Support, Back-Support

Gymnastic Dance Position

Attitude, Lunge Position, Plie', Releve', Arabesque, Jumps, Chasse'

Animal Movements

Alligator Crawl, Kangaroo Jump, Puppy Dog Run, Bear Walk, Gorilla Walk Rabbit Walk, Siamese Twin Walk, Tightrope Walk, Lame Dog Walk

Developmental Level II

Animal Movements: Cricket Walk, Frog Jump, Seal Crawl, Measuring Worm, Mule Kick, Walrus Walk, Double-Lame Dog, Turtle, Walrus Slap, Shrimp-judo crawl, Reverse Shrimping- toward feet.

Tumbling and Inverted Balance

Forward Roll (Pike Position)_Backward Roll (Inclined)_Backward Roll (Regular)_Backward shoulder roll to knees_
Frog Handstand (Tip-up)_Headstand Climb-up_
Headstand Kick-up
Half Teeter Totter - Handstand Lead up, Cartwheel, Forward Roll (pike), Forward Roll to a Walkout, Forward Roll Combination, Back Roll Combinations, Headstand Practice and Variations, Teeter-Totter (Handstand Lead up), Handstand

RYTHMIC ACTIVITIES

DEVELOPMENT I & II

JUGGLING: *Juggling with Scarves, Juggling with Balls,*

ROPES: *Magic Rope Games, Individual jump rope, Individual jump rope with partners, Long jump rope, Double Dutch Jump Rope, Chinese Jump Rope,*

RYTHMIC GYMNASTICS: *(ribbons & hoops),*

WANDS & HOOPS: *Individual Wands, Partner Wands,*

TINIKLING:

STUNT ACTIVITIES

DEVELOPMENT 1 & II

BALANCE STUNTS: *V-Up, Push-up, Flip-Flop, Long Reach, Toe Jump, Front Support, Elbow Balance, Individual Stunts: Wall walk-up, Skier's Sit, Rocking Horse, Heel Click, Walk Through, Jump Through, Circular Rope Jump, Bouncer, Pretzel, Jackknife, Heel & Toe, Pinwheel;*

PARTNER STUNTS: *Double Scooter, Double Roll, Tandem Bicycle, Circle High Jump, Stick Carry, Two-Way Wheelbarrow, Partner Rising Sun, Triple Roll, Quintuplet Roll, Dead Person Lift, Injured Person Carry.*

PARTNER SUPPORT STUNTS: *Back Layout, Front Sit, Flying Dutchman, Knee & Shoulder Balance, Press, All Fours Support, Angel, Side Stand, & Pyramids.*

INTERMEDIATE/ADVANCED TUMBLING SKILLS

DEVELOPMENT III

Forward and Backward Roll Combination, Back Extension, Headstand Variation (Handstand against a Wall & Freestanding Handstand), Cartwheel and Round-Off, Shoulder Roll to standing Forward and Backward Roll Combinations, Developing Gymnastic Routines, Straddle Press to Headstand, Headspring, Walking on the Hands, & Walk-Over