

**University of Louisiana at Lafayette
College of Education
Class Syllabus (2 credit)**

Course: KNES 301
Schedule: Sect. 001 TR, 1:30-2:45
Sect. U01 W, 4-6:50

Semester: Fall 2006
Location: Bour. 142 B

Instructor: Chuck Duncan, Ph.D.
Telephone: 482-6533

Office: Bour. 126-B
Office Hours: 8:30-11:00, 1:00-1:30 T & R;
1:30 -2:30, M; 8:30 -11:00, 1:30 -2:30, W

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Course Description

KNES 301: Kinesthetic Learning for Children (2-3 credits)

The course provides pre-service teachers with the knowledge, skills, and methods to effectively plan physical activities that meet state and national standards for physical education, enhance physical health, and integrate learning across the curriculum in elementary school settings.

Required Text:

Pangrazi, R. P. (2004). *Dynamic Physical Education for Elementary School Children* (14th ed). Boston: Pearson/Benjamin Cummings.

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 expected 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

Candidates will acquire the following knowledge, skills and dispositions through this course.

- 1) develop lessons which meet the national and state standards for physical education as measured by completion and evaluation of two lesson plans. (CF-K2, Disp.1; NASPE 6; LCET III.B.)
- 2) distinguish between developmentally appropriate and inappropriate 1-3 and 4-6 curricular content as measured by a written quiz and a comprehensive written final examination, and two detailed lesson plans. (CF-D2, Disp.2; NASPE 1, 2; LCET III.B)
- 3) recognize the potential impact of physical activity choices on the growth and development of children as measured by a written quiz, a comprehensive written final examination and evaluation of lesson plan content. (CF-K2, Disp.1; NASPE 2.)
- 4) identify and implement strategies for management and discipline in a physical activity setting as measured by a written quiz and a comprehensive written final examination,

- evaluation of lesson plan content, and field experience evaluation of the teacher candidate. (CF-K6, Disp.1; NASPE 4; LCET II. C.)
- 5) state key issues related to legal liability in physical education settings as measured by a written quiz, a comprehensive written final examination and evaluation of lesson plan content. (CF-K9, Disp.1; NASPE 1.)
 - 6) distinguish between health related and performance related fitness components and plan for activities which develop health related physical fitness as measured by a written quiz, a comprehensive written final examination and evaluation of lesson plan content. (CF-K4, Disp.4; NASPE 1,2, &6.)
 - 7) plan and implement physical education activities which are inclusive of the diverse physical, social, and emotional needs of elementary age children as measured by written lesson plans, peer practice teaching, a self reflection assignment, and the written final exam. (CF-K3, CF-K4, CF-D1, Disp. 2; NASPE 2 & 3; LCET I.A.)
 - 8) utilize technological resources for continued learning, teaching, and assessment as measured by completion of the web site assignment, lesson plans, the certificate assignment, and/or a newsletter.(CF-K7, Disp. 3; NASPE 9; LCET V. B.)
 - 9) implement a variety of teaching styles conducive to instructing physical activity to diverse groups as measured by peer practice teaching, outside assignment activities, and lesson plans. (CF-K3, CF-D4, Disp.2; NASPE 3 & 5; LCET I. A.)
 - 10) assess student learning, the physical education curriculum, and one's own teaching as measured by lesson plans, a self reflection assignment, development of a rubric, and the written final examination. (CF-R1, Disp. 8; NASPE 7 & 8; LCET III. D.)
 - 11) demonstrate and successfully teach fundamental motor skills, movement concepts, and selected specialized motor skills as measured by an in class assignment check list, and visual observation of skill demonstration. (CF-K2, Disp.1; NASPE 1 & 2; LCET III.A.)
 - 12) work cooperatively with in-service teachers to plan and implement activities which integrate content from the cognitive, affective and psychomotor domains as measured by evaluation by a field site teacher. (CF-P1, Disp. 6;NASPE 10.)
 - 13) communicate effectively with peers and students as evidenced by written assignments and evaluation by a field site teacher. (CF-P1, Disp. 6; NASPE 5.)

Course Requirements

Participation/In Class and Out of Class Assignments 100 pts.

Section U01	Section 001
0 or 1 class missed	0-2 classes missed = 100 pts.
2 classes missed	3-4 classes missed = 80 pts.
3 classes missed	5-6 classes missed = 40 pts.
> 4 classes missed	>6 classes missed = 0 pts.

Late arrival to class 3 times equals one nonparticipation day. If a student misses the class sign in, they are considered late for class or a non-participant. Absence from class is a non-participation day.

Lesson Plans Scripts (1) 100 pts.

Lesson Plans that are not taught during the practicum will receive zero pts.

Practica Activities (6 hours of guided experience/small group teaching/reflections) 200 pts.

Failure to complete any portion of the practicum will

result in an F for the course.

Peer Evaluations	50 pts.
News Letter or Be Active Certificate	100 pts.
Quizzes (average of the 2 best scores)	100 pts.
Lesson Plan Assessment Tool (Rubric or Check List)	100 pts.
Final Exam (comprehensive)	<u>250 pts.</u>
Total Possible	1000 pts.

For each project students will be given a description sheet that includes a detailed description of the project, due date, breakdown of points, and grading criteria.

PASS-PORT Artifacts

- (1) News Letter
- (2) One Lesson Plan Script
- (3) Assessment Tool

Field Experiences

Students will complete 6 hours of field experiences in area public and private schools.

Technology Integration

PASS-PORT is used in creating electronic course (working) portfolios and for entering artifacts into portal portfolios. Candidate artifacts are created in Word and saved to a disk. All course projects should demonstrate the application of computer/technology skills.

Course Evaluation

1. Final grades will be determined on the basis of the total number of points earned.
2. Points will be deducted for late assignments. Grammatical usage and spelling will be considered during the grading process.
4. The following grading criteria will be used:
 - 1000-920 = A
 - 919-840 = B
 - 839-740 = C
 - 739-680 = D
 - <679 = F

Resources

Professional Associations

Louisiana Association of Health, Physical Education, Recreation and Dance
 National Association for Sport & Physical Education
 American Alliance of Health, Physical Education, Recreation, and Dance

Professional Journals

Journal of Physical Education, Recreation & Dance (JOPERD)
 Strategies
 Teaching Elementary Physical Education
 Physical Educator

Related Materials and Resources

Many resource books are housed in the UL library. The use of online resources is encouraged. Bourgeois Hall contains a computer lab (156 B) that is available for student use on regular schedule.

References

- Allison, P. & Barrett, K. (2000). *Constructing children's physical education experiences*. Boston: Allyn and Bacon.
- Cone, T., Werner, P., Cone, S., & Woods, A. (1998). *Interdisciplinary teaching through physical education*. Champaign: Human Kinetics.
- Graham, G. (2001). *Teaching children physical education: Becoming a master teacher*. Champaign: Human Kinetics.
- Locke, L.F. & Lambdin, D. (2003). *Putting research to work in elementary physical education*. Champaign: Human Kinetics.
- NASPE (2004). *Moving into the future: National Standards for Physical Education* (2nd ed). Reston: NASPE Publications

Course Policies and Procedures

RELATED AND ESSENTIAL INFORMATION:

1. If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the instructor and with the office for Students with Disabilities, Lee Hall 106. A map of this floor is posted near the Intramural Office marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.
2. Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples of unacceptable behavior include repeatedly entering class late or departing early without prior discussion with the professor, interrupting a lecture or discussion without being recognized by the teacher, being unprepared, sleeping, and/or refusing to participate in class discussions, carrying on private conversations while class is being conducted, use of a beeper or cellular telephone during class, and/or arguing in a way that is perceived as crossing the civility line. The examples provided are not all inclusive. Discussion of potential problems with the professor, in advance, is encouraged.
3. Keep a copy of all assignments/records that are turned in and returned assessment items. Keep track of your scores for each activity. For computer work, be sure to save backup copies of your work.
4. You are encouraged to exchange telephone numbers with two of your classmates so you can call them if you are required to miss class.

5. Handouts and returned projects will be brought to class one day only. Missed handouts can be duplicated from a classmate's handouts or ask a classmate to pick-up any handouts for you. Returned items that a student misses may be picked up at my office.

6. Class attendance is expected and absences are neither excused or unexcused. Class participation is required. Classes will begin on time. Missed in class activities cannot be made up. If you need to be late, check with a classmate or me after class regarding missed information. If you have more than three absences, you should drop the course. Being late to class 3 times will equate to one absence. Outside and In Class assignments will be given throughout the semester. Those assignments cannot be made up.

7. Please note that lectures will include information not found in assigned reading or go beyond that information. In addition, not all reading material will be discussed in lectures. However, please feel free to ask questions during class related to reading assignments for our class

8. All written assignments are to be typed and grammatically correct (points for this area are part of each assignment). All resources used in projects/assignments are required to be properly cited. Failure to cite your sources may be considered plagiarism and subject to disciplinary action. You are encouraged to get feedback on your first drafts and ideas before assignments are due. **FEEDBACK FROM THE INSTRUCTOR WILL NOT INCLUDE THE IDENTIFICATION OF ALL PROBLEM AREAS, BUT WILL IDENTIFY GENERAL PROBLEM AREAS FOR YOU TO CORRECT.** Also, do what other professionals do and have your peers read and/or listen to what you have written before the final draft. If you have a problem that requires you to turn an assignment in late, discuss the problem with the teacher in advance of the due date. Late assignments may receive a deduction of 10% per day for each day the assignment is late. **YOU MUST PUT ALL OF THE REQUIRED INFORMATION ON ALL ASSIGNMENTS FOR PROPER CREDIT.**

9. Since students will engage in physical activity during class and the field experiences, appropriate shoes and clothing should be worn every class period. Generally, loose fitting shorts, pull over shirts, and tennis or running shoes are best. Clothing worn to school sites must be clean, not torn, and must not have printing on it that contains messages endorsing drugs (alcohol, tobacco or others), inappropriate language, or sexual references. University students must conform to individual school policies to participate in field experiences.

10. With all school settings involved in your field experiences, you are expected to remember that you are a guest and should not disrupt any of the normal activities of the students. Observations related to the children or teachers **MUST NOT** be discussed outside of our classroom. Further, use of specific names should not occur outside of our classroom. Photography and/or videotaping of the children is not permitted without written permission required by the school and/or district. All visits to a school outside of our class time must begin with the main office of the school.

11. This class will involve some physically active learning and you are expected to participate at a level which is safe for you. Communicate any physical or other limitations to me in writing by our second class meeting.