

**University of Louisiana at Lafayette
College of Education
Class Syllabus**

Course: KNES 307
Schedule: Sect. 001 (2:30-3:45 MW)

Semester: Fall 2006
Location: Bour. 155 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

Email address: caduncan@louisiana.edu

Course Description

KNES 307, Motor Development and Health Concepts for Early Childhood(3 credits).
This course will provide instruction about the relationship between the development of the healthy lifestyle and the motor development of the young child.

Required Texts: None

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.

The Candidate will:

1. identify key health issues important to young children as reflected in article reviews and discussion. (CF-K1, Disp.1)
2. identify the physical characteristics and motor behaviors of young children as measured by a quiz and responses to a comprehensive final examination. (CF-K1, Disp.2)
3. identify the diverse sociocultural and ethnically driven health issues and behaviors that influence the development, personal lifestyles and behavior choices affecting young children as measured by article reviews presented in class and responses on written examinations. (CF-D4, Disp.2)
4. develop and implement lesson plans that integrate developmentally appropriate movement activities and appropriate healthy living activities for young children as measured by two written lesson plans and field experience documents. (CF-K4; CF-R1, Disp.1)
5. develop resources in health and motor development to facilitate professional growth as measured by two resource lists. (CF-K7, CF-P3, Disp.3)
6. recognize the relationships between motor development, optimal health and learning as measured by a comprehensive written exam and lesson plans. (CF-K1, Disp.1)

7. identify and describe the types of child abuse and factors related to those types as measured by class presentation of an article review on this topic. (CF-K9, Disp.1)
8. recognize key safety issues specific to young children in different environmental settings
9. identify first aid certifications that individuals working with children should have as measured by written exam.
10. identify the basic food groups, appropriately classify foods, and apply that knowledge to the Food Pyramid as measured by the final exam and resource assignment.
11. develop strategies for the implementation of Healthy People 2010 goals as measured by lesson plans. (CF-K9, Disp.3)
12. evaluate play environments for developmental appropriateness and safety as measured by completion of a playground evaluation project. (CF-K5, Disp. 8)
13. understands the variety of professionals that they will work with as early childhood teachers and the roles of those professionals as evidenced by interviews and discussion (CF-P1, Disp. 6)

Course Requirements

| | |
|---|-----------------|
| Participation In Class/Out of Class Assignments | 50 pts. |
| 0 or 2 class missed = 50 pts. | |
| 3-4 classes missed = 40 pts. | |
| 5-6 classes missed = 20 pts. | |
| ≥ 4 classes missed = 0 pts. | |
| Late arrival to class 3 times equals one non-participation day. If a student misses the class sign in, they are considered late for class or non-participant. Absence from class is a non-participation day. | |
| Resources Lists (one health related & one motor activity related) | 100 pts. |
| Article File (3 articles and annotated notes) | 75 pts. |
| Practica /Field Experience (10 hours) | 200 pts. |
| Failure to complete any portion of the practicum will result in an I or F for the course. | |
| Lesson Plans (2 @ 75 pts.) (one on skill development and one with rhythmic focus) | 150 pts. |
| Lesson Plans that are not taught during the practicum will receive zero pts. | |
| Interview Professional (choose one: early childhood health care provider or movement program instructor) | 75 pts. |
| Playground Evaluation | 100 pts. |
| Children's Safety Paper | 100 pts. |
| Final Exam | <u>150 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, and grading criteria.

PASS-PORT Artifacts

- (1) Children's Safety Paper
- (2) One Lesson Plan Script
- (3) Playground Evaluation

Field Experiences

Students will complete 10 hours of field experiences in area public and private schools.

Technology Integration

Blackboard is used for posting of course materials and for communication. 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.

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

Early Childhood Today.

Instructor

Other Materials:

Robertson, C. (1998). *Safety, Nutrition, and Health in Early Childhood*. Boston, MA: Delmar Publishing.

Larson, D.E. (1996). *Mayo Clinic Family Health Book* (2nd Ed.). New York: William Morrow and Company.

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.
- Graham, G. (2001). *Teaching children physical education: Becoming a master teacher*. Champaign: Human Kinetics.
- Landry, J.M. & Burrige, K.R. (1999). *Fundamental motor skills & movement activities for young children*. West Nyack, NY: The Center for Applied Research.
- Locke, L.F. & Lambdin, D. (2003). *Putting research to work in elementary physical education*. Champaign: Human Kinetics.
- NASPE (2003). *National physical education standards in action*. Reston: NASPE Publications
- NASPE (2002). *Physical activity guidelines for infants & toddlers*. Reston: NASPE Publications.
- Stinson, B. (1989). *To move, to learn, to grow: Movement experiences for young children (2nd Ed.)*. Emporia, KS: W & W Press.

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.