

## **KIN 463 Perceptual/Psychomotor Development of the Child**

Sam Houston State University  
College of Education  
Department of Health & Kinesiology  
**Fall Semester, 2007**

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**TEXT/READINGS:** Graham, G. (2001). Teaching Children Physical Education: Becoming a Master Teacher. (2<sup>nd</sup> edition). Champaign, Illinois: Human Kinetics

NASPE (2004). Moving Into The Future-National Standards for Physical Education: A Guide to Content and Assessment. (2<sup>nd</sup> edition). McGraw Hill.

### **COURSE DESCRIPTION:**

In this course, the student will observe, assist, and teach children learning fundamental movement skills in physical education class in a public school setting. Teaching practices and management protocols will also be observed.

### **COURSE OBJECTIVES:**

Upon successful completion of this course, the student will:

1. Recognize developmentally appropriate teaching practices based upon KIN 463 class experiences, observation of the physical education teacher and students, and reflective self-assessment.
2. Have a working knowledge of the aims, values, and effects that a comprehensive program of physical education can contribute to the well-being of elementary – aged children.
3. Understand how the selection and presentation of physical activities can influence children in relation to their social, ethical, and moral development.
4. Be able to provide a sound rationale justifying why a competent physical education teacher with reflective teaching skills is a vital part of any elementary school faculty.

### **COURSE CONTENT:**

University classes will be in the form of lecture and discussion. Major topical areas are:

1. A review of the psychomotor domain taxonomy, fundamental movement skills, planning, & motor development and learning.
2. Legal liability and responsibilities associated with teaching elementary school physical education.
3. Management, protocols, and instructional practices.
4. Structure, goals, and organization of elementary school physical education programs.

5. Current issues in physical education.
6. Informal and formal methods of assessment.

**PRESENTATION METHODS:**

Course experiences will consist of class lectures and discussion, assigned reading, and a pre-professional public school practicum.

**COURSE POLICIES:**

1. Students will meet in class with the University professor on the dates indicated in the KIN 463 Course Schedule for fall semester, 2004. Attendance is required. Each absence will result in a loss of five points from the Teaching Portfolio.
2. Students will schedule two hours a week with a host school. After you have arranged your schedule, you are expected to follow it. Give to your professor the name of the school and physical education teacher, telephone number, and your scheduled days and times.
3. Should you miss any classes, you alone are responsible for all material covered.
4. Exams will be administered only on the specified dates. No make-up exams are administered; however, the professor reserves the right to give make-up exams because of unforeseen valid emergencies which can be officially documented in writing. Should a make-up exam be given, it will differ in style from the original exam.

**GRADING AND EVALUATION:**

1. Grades are assigned based on the percentage of points earned for each of the following:

a. Exam One	100 points
b. Vision Statement	50 points
c. Mission Statement	50 points
d. Administrator Interview	100 points
e. Teaching Experience	100 points
f. Final Exam	100 points
g. Teaching Reflection Paper	<u>100 points</u>
	600 points total

2. Final Course Grading Scale:

A = 90% - 100%  
B = 80% - 89%  
C = 70% - 79%  
D = 60% - 69%  
F = Below 60%

To determine your grade at any time during the semester, divide the number of points accumulated by the total possible to date. Except in situations deemed anomalous, these will be the only grades assigned. All work must be completed within the specified time frame which the course was offered.

**RUBRIC ASSESMENT FOR PAPERS:**

“A” Paper: Perhaps the principle characteristic of the “A” paper is its rich content. Some people describe that content as “meaty,” others as “dense,” still others as “packed.” Whatever, the information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The “A” paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the “A” paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

“B” Paper: It is significantly more than competent. Besides being free from mechanical errors, the “B” paper delivers substantial information that is substantial in both quantity and interest-value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the concluding paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are, for the most part, smooth, the sentence structures pleasantly varied. The dictation of the “B” paper is typically much more concise and precise than that found in the “C” paper. Occasionally, it even shows distinctiveness – i.e., finesse and memorability. On the whole, then, a “B” paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions.

“C” Paper: It is generally competent – it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalities – generalities that prompt the reader to ask marginally: “In every case?” “Exactly how large?” “Why?” “But how many?” Stylistically, the “C” paper has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object-order; and the dictation is occasionally marred by unconscious repetitions, redundancy, and impression. The “C” paper, then, while it gets the job done, lacks both imagination and intellectual rigor.

“D” Paper: Its treatment and development of the subject are as yet only rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by mechanical errors. Evidence of careful proofreading is scanty or nonexistent. The whole piece, in fact, often gives the impression of having been conceived and written in haste.

“F” Paper: Its treatment of the subject is superficial; its theme lacks discernable organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable college writing.

**PRE-PROFESSIONAL PUBLIC SCHOOL PRACTICUM**

1. General Guidelines:

- a. Your professor will contact the Huntsville public schools to determine their availability.
- b. You will be assigned to a school. You are responsible for making arrangements with the physical education teacher as to when you will fulfill your observation, assisting, and teaching responsibilities.
- c. Be sure to arrive when expected and on time. Rescheduling is something you want to avoid.
- d. It is convenient if you work consistently with the same classes, although the case can be made for interacting with more than one or two grade levels. The later case offers a basis for comparing/contrasting classes, and may offer you an opportunity for developing additional insights into your reflective teaching abilities.
- e. You are expected to be dressed in a professional manner which is appropriate for teaching elementary school physical education. Wearing your major's shirt is a good idea. Avoid cut-offs and blue jeans. Wear socks and shoes appropriate for physical training.