

KIN 368 DEVELOPMENTALLY APPROPRIATE MOTOR PROGRAMMING IN THE ELEMENTARY SCHOOL

College of Education
Department of Health and Kinesiology
Fall Semester, 2007

INSTRUCTOR: Dr. Jon Gray
Health and Kinesiology Center 209
P.O. Box 2176/SHSU
(936) 294-1170
jpg005@shsu.edu
Office hours are posted & by appointment.

KIN 368
TTH
8:00 – 9:20
HKC #240

TEXT/READINGS: George Graham. Teaching Elementary Physical Education: Becoming a Master Teacher.

COURSE DESCRIPTION:

This course provides a study of motor programming with special focus on the child's needs and abilities, and the administration, organization, evaluation, and implementation of sequential motor programs which enhance motor development.

Prerequisites: KIN 114 and KIN 263. Co-requisite: KIN 111.

COURSE OBJECTIVES:

Upon successful completion of KIN 368 the student will be able to:

1. identify the contribution of physical education to the well-being and general education of elementary school children.
2. demonstrate a working knowledge of primarily the psychomotor domain and the qualities of human movement.
3. select and develop appropriate movement content for children of varying age levels, abilities, or special needs.
4. plan and teach developmentally appropriate elementary school physical education lessons which result in learning.
5. display an emerging, competent style of teaching which includes, but is not limited to, effective organization, management, and control.
6. recognize developmental stages in the motor development of children in locomotor, non-locomotor, and manipulative skills.
7. identify key principles to motor learning with their application to skill development.
8. understand the legal liability, safety, and ethical principles related to elementary school physical education programs.
9. use formal and informal methods of assessment to evaluate children and instructional effectiveness

PRESENTATION METHODS:

Course experiences are in the form of class lectures, laboratory sessions, small group in-class projects, assigned reading, and pre-professional public school field experiences.

COURSE POLICIES FOR KIN 368 :

1. Because of the unique subject matter in this course (KIN 368), it is important that you attend all classroom meetings and laboratory sessions. The only excusable absences from class are valid medical emergencies due to sudden onset illness or accident. Official written documentation from the administering medical authority is required. Your presence is very welcome because it will enhance your potential to be successful in passing of Kin 368. Attendance is important and will be taken each class meeting. Perfect attendance will be recognized with ten (10) points added to your final score. You will be given 3 absences. 20 points will be deducted from your final grade for each absence starting with the fourth.

Be on time. It takes self-discipline to do so.

Demonstrate that you have what it takes to be counted on by others.

2. No teaching will take place without an approved lesson plan. The Teaching-Reflection paper will consist of all classes taught during the public school pre-professional field experience. It is due on the specified date. Late papers will not be accepted.
3. During laboratory sessions, it is important to wear appropriate clothing and footwear which permits freedom of movement.
4. Should you miss any classes, you alone are responsible for all material covered.
5. Exams will be administered only on the specified dates. No make-up exams are administered; however, the professor reserves the right to give a make-up exam 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:

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

KIN 368

a. Exam One	100 points
b. Final Exam	100 points
c. Teaching Lesson	100 points
d. Reflection Paper	<u>100 points</u>
	400 points total

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 in which the course was offered.

**PRE-PROFESSIONAL PUBLIC SCHOOL
PLANNING AND TEACHING EXPERIENCE (KIN 368)**

1. Each student will plan, teach, and evaluate physical education lessons to a small group of elementary aged students. Attendance is required at all laboratory sessions, the pre-professional public school planning and teaching experiences, and the follow-up teaching discussion. No lesson will be taught without an approved lesson plan.
2. Students will be organized into teaching teams consisting of 2-4 students per team. Planning and teaching experiences will take place during our regularly scheduled class time. We will meet at the designated public school playground during the specified time. Give a final copy of your lesson plan to your professor.

3. **Suggestions for your reflection paper:**

Be Specific!

1. Ability to plan for and then teach a planned lesson? Lesson planning strengths-weaknesses? Justify any adjustments you had to make.
2. Extent to which your objectives were accomplished? Specific examples?
3. What specifically did you enjoy about the course?
4. How did the course improve your talents as a teacher?
5. What, if anything, would you like to see implemented into this course.

Criteria for grading of teaching experience

The learning experience:

- a. must have the potential to improve the motor performance/activity skills of students.
- b. must provide maximal activity or practice time for all students at an appropriate level of ability.
- c. must be appropriate for the experiential level of all students.
- d. should have the potential to integrate psychomotor, affective, and cognitive educational goals whenever possible.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911 (b) of the Texas Education Code requires that an institute of higher education excuse a student from attending classes or other required activities, including examination, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.