



***Building Learning Communities Through Critical Reflection to Learn, Lead, and Serve:
Providing an Education of and Through the Physical***

Course Number: HSS 223
Course Title: Basic Movement Education
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Office Hours: Open door policy and/or by appointment

Terms Offered: I
Academic Credit: 3 semester hours

Course Description:

The child-centered approach to learning in physical education designed to help children develop greater understanding of themselves as movers, the space in which to move and the factors affecting efficient movement. Developmentally appropriate motor skills; movement concepts and activities (games, dance and gymnastics) are presented as the curriculum model K-12.

Course Objectives:

Knowledge: Students will learn that:

1. Physical education is the study of human movement.
2. The content of movement education provides the basis for understanding human movement.
3. The general concepts within movement education are body awareness, space awareness, quality of movement and relationships in movement: with/against, whom/what.
4. Movement education is an individualized approach to teaching physical education.
5. Body awareness enhances the children's understanding of themselves as movers.
6. Space concepts and relationships are important to successful movements.
7. Qualities of movement include creation, application and absorption of force, balance, time, flow.
8. All movement occurs within space and time, as a result of some force (conditions for movement).

9. The fundamental laws and principles of balance, motion, force, and levers affect all forms of human movement.
- 10.□□□ The elements of force, balance, time, and flow are controlled by an individual and result in effective and efficient movement.
- 11.□□ The fundamental laws and principals of balance, motion, force, and levers affect all forms of human movement.
- 12.□□ Movement educations' system of analyzing and classifying movement concepts and skills.
- 13.□□□□ The fundamental locomotor, non-locomotor, and manipulative skills.
- 14.□□□ The general principles of learning and how they affect the way we teach and the way a child learns a motor skill.
- 15.□□□□ Graham's Generic Levels of Skill Proficiency (GLSPs)
- 16.□□□□ Children's performance may be assessed through subjective (observation) and objective measuring techniques.
- 17.□□□□ The nature and scope of a movement-based physical education curriculum for elementary, middle and high school is developmentally appropriate.

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Skills:□□□□□ Students will demonstrate:□□□□

18. Locomotor, non-locomotor and manipulative skills and identify mechanical principals involved in their execution.
- 19.□ The body control skills (start, stop, dodge, and landing and suggest activities for their development).
- 20.□ The qualities (balance, force, time, and flow) in the performance of fundamental motor skills.
- 21.□ The use of manipulative skills (throw, catch, strike, kick and trap, etc.) and suggest activities for their development.
- 22.□ Combinations of skills (locomotor: gallop, skip, slide, etc. with non-locomotor: twist, turn, swing, etc.) used in rhythmic activities, games and gymnastics.
- 23.□□ The ability to adjust skills to changing activity conditions as they use the skills effectively in a variety of movement experiences.
- 24.□ A series of movement challenges to enhance the understanding and application of movement concepts (body awareness, space awareness and qualities of movement).
- 25.□ A series of movement challenges used in educational games, rhythm and dance and gymnastics.
- 26.□ An ability to detect common faults in performing a variety of movement skills and movement patterns.
- 27.□□□□□ Structure creative movement problems and demonstrate their solutions in educational games, rhythm and dance, and gymnastics.
28. Use technology to effectively analyze and explicate movement experiences

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Attitudes:□□□ Students will:

29. Participate fully and willingly in class and all field based practicums.
30. Develop appreciation and insight into the variable use of the content portion of movement education.
31. Develop appreciation for movement education as a contemporary approach in physical education.
32. Develop an appreciation and insight into the changing emphasis in school to more individualized and student centered teaching.

Content: Mastery of Dr. George Graham's Skill Theme Approach to Movement Education, Motor-and Sport Skill Acquisition

Required Texts:

Graham, G., Holt/Hale, S., & Parker, M. (2004). *Children moving: A reflective approach to teaching physical education* (6th ed.). Mountainview, CA: Mayfield.
Holt/Hale, S. (2004). *On the move: Lesson plans to accompany children moving* (6th ed.). Mountainview, CA: Mayfield.
Society of Mary-Marianists (1996). *The characteristics of a Marianist education*. Dayton, OH: Marianist Press.

Required WWW. Sites

<http://pe.central.vt.edu/> PE Central: The Ultimate Web Site for Physical Education Teachers
<http://www.aahperd.org/> American Alliance for Health, Physical Education, Recreation and Dance

Practicum Program:

Service Learning School Practicum Program- UD SIs: *Working at Holy Angels, WOW, and Lincoln Elementary*

Student Evaluation Criteria

Students will be evaluated based on their completion/performance of the following:

1. Group Practicum Program PPP w/photos, skill analyses, video, on CD/DVD _____ 20%
Analyses will be conducted utilizing the UDATGMDPF or modifications thereof.
Due at end of semester and to be presented during final class sessions.
2. Group Movement-Skill Analysis Video Produced in TF GYM _____ 20%
Each team member will demonstrate a separate locomotor, manipulative, and nonmanipulative skill.
Due at end of semester and to be presented during final class sessions.
3. Examinations Mid-term and Final (2 @ 12.5% each) _____ 20%
4. Chapter Reviews (4@ 5% each) _____ 20%
Students may select chapters of individual interest.
One each due: September 21, October 12, November 2 November 23.
5. Instructional Journal – 1 page per session during school each practicum
Three (3) practicums w/6 sessions each = 18 pages
Journal entries due after the completion of each practicum _____ 20%

Total 100%

Note: Movement-skill analysis shall be based on all elements of Graham's GLSPs (e.g., in analyzing videotaping *throwing*, UD students shall provide specific examples of criteria within each of the 4 GLSPs for *throwing*.)

New Uniform (2002) University Grading System

A	4.000
A-	3.6667
B+	3.3333
B	3.0000
B-	2.6667
C +	2.3333
C	2.0000
C-	1.6667
D	1.0000
F	0.000

Note: The instructor shall reserve the right to amend the award (positively or negatively) of a student's grade vis-a-vis personal/professional choices, contingencies, and/or other circumstances. Students may appeal the instructor's grading of their work at anytime by notifying him in writing with detailed justification of their appeal.

Attendance Policy: Attendance will be taken by Group Leaders and Cooperating Teachers and submitted to GMD weekly. Attendance is mandatory at all class sessions. Exceptions shall be provided only for University sanctioned events, extreme illness, and legitimate family emergencies. Each unexcused absence shall result in the diminution of a minimum of one (1) full letter grade.

Important Note: Regardless of the cause for the absence(s), students shall be responsible for immediately: **(a)** obtaining all material covered during their absence, **(b)** arrangements to make up lab or practicum sessions **(c)** the submission of a **one (1) page double spaced summary review-analysis** of that material immediately after that absence. Unless otherwise indicated, make-up assignments not completed within one (1) week of the absence shall result in the diminution of a minimum of (1) one full letter grade. Failure to complete any and all make-up work shall result in the award of the grade of "I" at the end of the course and shall ultimately result in the diminution of a minimum of (1) one full letter grade when such work is finally submitted.

Provisions for Students with Special Needs:

To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3684. If you qualify for a self-identification form from the Office of Students with Disabilities indicating that you need assistance, please present it immediately so we can arrange any accommodations you might need to insure your success in this course.

Additional Requirements

As indicated, written evidence of registration or fulfillment requirements for the Praxis I Test. Contact Ms. Anita Middleton in the Chaminade Annex (ext. 3344). Failure to do so shall result in the award of the grade of "I" for the course.

2. **Commitment to Professional Growth** as evidenced by membership and participation in the following organizations:
 - a. University of Dayton Physical Education Professionals Club (PEP)
 - b. Ohio Association for Health, Physical Education, Recreation and Dance (OHPERD)
 - c. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
3. **Use of Lotus notes account** for e-mail and access to class assignments/correspondence.
Available in Miriam Hall Room 53.
4. Appropriate professional dress, appearance, and conduct during all class sessions (TBA)
5. Use of Ms Word, Excel, and Power Point
6. Whistle and clipboard
7. Personal or disposable camera

Academic Honesty Policy:

Shall be according to the Department of Health and Sport Science Student Handbook. Violations may result in failure of the course and/or expulsion from the University.

Student - Professor Expectations:

For the purpose of optimizing student learning, professional growth, fostering respect, enjoyment, the following expectations have been established:

Students

1. On a daily basis, come to class prepared and ready to generate a sincere and consistent effort to learn and apply course content and skills; AND to become willing and open to new ideas, methods, approaches, techniques, and practices intended to elicit that effort and teach that content.
2. To adhere to the principles and policies of academic/ performance and honesty.
3. To be respectful, and supportive of Holy Angels, WOW,, and Lincoln students and staff, classmates and the professor.
4. To be punctual.
5. To be well groomed and to dress in clean physical activity clothing and footwear for all laboratory experiences and during practicums.
6. To conduct oneself as a self-starting professional during all practicums requiring NO supervision from our Cooperating Teachers, only directions regarding lesson content and students.

Professor

1. On a daily basis, provide students with challenging, informative, interesting, and, whenever possible, enjoyable class lectures and activities to optimize their ability to learn course content, gain necessary skills, and to prepare them adequately for student teaching and their careers as physical educators-coaches.
2. In his daily interactions with students, to be respectful, forthcoming, fair, honest, positive, encouraging, and available for personal assistance.
3. To grade, evaluate, and prescribe various measures of student academic performance fairly and efficiently.
4. To be punctual.

Class Protocol:

1. Turn off all cell phones, pagers, and other electronic devices.
2. Neither food nor drink permitted in classroom, gym, or at HA, WOW, Lincoln (bottled water OK)
3. Please do not chew gum at anytime classroom, gym, or at HA, WOW, Lincoln.
4. Please do not put feet on desks, chairs, or tables.
5. Please do not talk while your classmates and others – including the professor or HA, WOW, Lincoln staff – are talking.
6. If entering late, please sit in the front row or side row by the door to avoid disruption of the class.

Methodology: Lecture, multimedia presentations, case studies, problem solving, systematic observation, video and audio-taping/analysis; an array of instructional strategies (from command to discovery) computer technology, and analysis-application of research, practicums.

Laboratory Experiences: A minimum of 5 hours in Classroom/TF Gym (video production)

Field Based Clinical Experiences: A minimum of 30 hours of Supervised Service Learning Based Clinical Field Experience at the following Dayton area elementary schools

Holy Angels 222.0365
Mr. Adam Mintz

World of Wonder Accelerated Learning Academy (WOW) 542.3600
Mr. James Ullmer
Ms. Spencer Izor

Lincoln School for the Arts 542-5140
Ms. Charlene Leggs

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Date of Syllabus Revision: ~~2004~~ August 2004

HSS 223 Teams

<p><u>The Chaminades</u> Barton Aaron Edwards, Rachel Doughty Heather Dintaman, Steve</p>	<p><u>The Lalannes</u> Krzywicki. Anne Utnage, Christine Hanna, Matthew Isenhath, Daniel</p>
<p><u>The Meyers</u> VanDenHaute, Shannon Lowstuter, Katherine Leblanc, James Mantia, Michael</p>	<p><u>The Morefield-Sicilianos</u> Patterson. Erica Neuberger, Michael Roose, Kathryn Ruff, Alison Palumbo, Stacy</p>

Practicum Rotations (6 sessions per)

	Chaminades	LaLannes	Meyers	Morefield-Sicilianos
September 2 September 21	WOW	Lincoln	Holy Angels	TF GYM
September 23 October 12	Lincoln	Holy Angels	TF GYM	WOW
October 14 November 2	Holy Angels	TF GM	WOW	Lincoln
November 4 November 23	TF Gym	WOW	Lincoln	Holy Angels
November 30 December 14 (4 sessions)	TF 50	TF 50	TF 50	TF 50

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