Eastern Illinois University Department of Kinesiology and Sports Studies KSS 3641-070 – Fall 2012 Rhythms/Dance/Tumbling for Elementary Physical Education

Instructor: Scott Ronspies, Ph.D.

Office: McAfee 2002

Office Hours: M-R 11:00am-12:00pm/By Appointment

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Credits: 1

Prerequisite: KSS 3600

Class Meeting Times

**MW: August 20, 2012 - October 10, 2012

Required Materials

Ward, Phillip. (1997). Teaching tumbling. Champaign, IL: Human Kinetics.

Cone, T., & Cone, S. (2005). Teaching children dance (2nd). Champaign, IL: Human Kinetics.

WebCT Materials

Catalog Course Description/Objective

A study of developmentally appropriate rhythms, dance, and tumbling skills/activities for the elementary school child.

Purpose/Rationale

Providing elementary students with developmentally appropriate tasks is essential to any physical education program. This course will introduce the pre-service teacher to a variety of developmentally appropriate lessons that follow the NASPE appropriate practices guidelines for elementary students. In addition, the course will focus on rhythms, dance, and tumbling skills, along with instructional and managerial strategies, to create a positive learning environment for all students.

Student Learning Outcomes

By the end of this course, students will:

- **1.** Identify, analyze, and demonstrate types of basic rhythms and dance activities that are developmentally appropriate for elementary level students.
- **2.** Identify, analyze, and demonstrate basic tumbling and stunts activities that are developmentally appropriate for elementary level students.
- **3.** Identify materials and equipment available for rhythms, dance and tumbling at the elementary level.
- **4.** Identify and demonstrate teaching skills applicable to rhythms, dance and tumbling activities.

CEPS Theme

The Unit Theme is: Educator as Creator of Effective Educational Environments through knowledge of:

- Diverse Students
- Diverse Societies/Communities
- Diverse Subjects Areas and Levels
- Diverse Strategies
- Diverse Technologies

Support of Conceptual Framework

Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the unit theme. Educators who create effective educational environments demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism. They are educators who are committed to teaching for learning in positive and effective learning environments with sound knowledge of diverse students, societies, subjects and levels, strategies, and technologies.

Course Activities/Structure

Through a cooperative learning structure students will have a variety of opportunities to examine physical education content appropriate for elementary students. Activities will include discussions, readings, assessment strategies in the three domains, projects, teachings, collection of materials, ETC. The class environment will be one that fosters a safe, positive learning atmosphere where all students' views, ideas, and abilities are accepted.

Student Expectations

This course is designed to focus on rhythms, dance, and tumbling skills for elementary students and various concepts related. The knowledge gained from this course is only trivia if it cannot be used to understand the current world of physical education. If you are not able to use the content to help you shape the future, then little has been gained throughout the semester. The class is also based on a cooperative learning model in which you will be a contributing member of the class for the entire semester. Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:

Be here. The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and to be on time. Under no circumstances can in-class work be made up, since it is largely related to your ongoing field experiences.

Participate with effort. This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during discussions and group work as well as producing college level work. Do what you have to do to be ready. Bring to class each day your books, notebook, and syllabus. You are responsible for the material as it develops throughout the semester.

Take initiative for yourself. Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it is not OK to continue not knowing.) It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.

Help others. The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. After all, our ability to help others is the only thing that really counts in the long run.

Communication for the Course

I will be communicating with you by email frequently throughout the semester. Check your EIU Panthermail/WebCT on a regular basis for reminders, announcements, assignment postings, etc. **PLEASE DIRECT ALL YOUR EMAILS TO sronspies@eiu.edu.**

EIU's Policies

EIU's policies and recommendations for academic misconduct will be followed.

Attendance/Tardiness Policy

To prepare students for a career in teaching, students are required to attend all scheduled classes/teachings. This expectation aligns with the EIU teacher education dispositions. If an absence/tardiness does occur, the student is responsible for the material covered during the absence/tardiness. The student should notify the instructor in advance of an anticipated absence/tardiness. For each absence or each tardy after 1 in this course, a letter grade deduction will occur. Extenuating circumstances will be assessed on an individual basis. THINK LIKE A TEACHER!!!!

Policy for late assignments

Assignments turned in after the due date for this course will not be accepted.

Electronic Devices

Please extend courtesy to your instructor and fellow students by turning your cell phones to silent/vibrate and turning off other electronic devices. Usage of electronic devices during class/teachings without prior notification will result in a letter grade deduction for each instance. Thank you for your cooperation!!

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Disability Access

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (217-581-6583).

Grading SCALE

Percentage	Letter grade
90-100	A
80-89	В
70- 79	C
60- 69	D
< - 60	F

Course Evaluation

Cognitive Assessments	30%
In Class Assessments	30%
Rhythm, Dance, & Tumbling Teachings	30%
Rhythm, Dance, & Tumbling Routine Creations	10%

Description of Assignments

Cognitive Assessments – Each student will have multiple opportunities to demonstrate their understanding of course content through cognitive assessments.

In-Class Assessments – These assessments allow me as an instructor to assess student learning throughout the semester in the three learning domains. Assessments may include exit slips, group projects, in-class activities, ETC.

Rhythm, Dance, & Tumbling Teachings – In small groups, students will be responsible for teaching course content related to rhythm, dance, and tumbling skills. Each lesson must include some form of assessment in one of the three learning domains. Each group will teach multiple lessons throughout the semester.

Rhythm, Dance, & Tumbling Routine Creations – In small groups, students will create a routine that is developmentally appropriate for elementary students.

NOTE: Rubrics will be provided to assess all assignments.

WELCOME TO KSS 3641 & PHYSICAL EDUCATION!!! ◎