

INTEGRATION OF FITNESS PRICIPLES

KINE 4319

TTH 11:00-12:20

Fall 2009

Instructor: Terry Olson

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COURSE OVERVIEW

Course Description

The course will provide students with theoretical concepts with which they can design and analyze various short and long-term plans intended to integrate fitness and physical activity in an instructional setting. Students will learn various health-related concepts and will be expected to apply those concepts in an instructional setting. Students will apply theoretical concepts in applied physical activity settings throughout the semester.

Course Prerequisites: KINE 3388 – Motor Development

Course Learning Goals

Course Objectives

Upon successful completion of this course, it is expected that students will be able to:

1. Demonstrate ability to teach and analyze performance of basic fitness principles
 - *Assessment of Objective: lesson plans, practical*
 - *NASPE Standards: 1, 2, 4*
 - *Texas Competencies for Entry Level Physical Education Teachers: 1,3,4*
2. Demonstrate knowledge fitness concepts as well as class management patterns, teaching progressions and evaluation procedures used in teaching fitness principles.
 - *Assessment of Objective: quizzes, lesson plans, practical*
 - *NASPE Standards: 1, 2, 3, 6*
 - *Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3,4, 6*
3. Demonstrate an understanding of the assessment process related to instruction.
 - *Assessment of Objective: fitnessgram*
 - *NASPE Standards: 7*
 - *Texas Competencies for Entry Level Physical Education Teachers: 7*
4. Demonstrate short and long term planning abilities within the related instructional process as peer national, state, and local standards.
 - *Assessment of Objective: lesson plans, practical*
 - *NASPE Standards: 1, 2, 6*
 - *Texas Competencies for Entry Level Physical Education Teachers: 2, 3, 4*

LECTURES AND READINGS

Required Textbook

Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide (2nd ed).
Champaign, IL: Human Kinetics.

COURSE EVALUATION PROCEDURES

Course Structure

This course is designed to expand the undergraduate knowledge base in regards to fitness development issues and facilitate their ability to make programming decisions based in fact rather than assumption. The student will have the opportunity to demonstrate their knowledge of course content during interactive lectures, cooperative learning environments, lab activities, reflection questions and chapter quizzes. Students are encouraged to come to class prepared to interact in class discussion. Grades assignments and exams are designed to facilitate the undergraduate's application of course content and as a means for arriving at a final grade for each student.

Quizzes

The student will complete **two** quizzes; none being comprehensive. The material will come from lectures, class discussions, readings, lab activities, and other materials assigned by the instructor. All quizzes are closed book and closed notes. All quizzes are short answer application questions. Please study for these exams.

An unexcused absence from a scheduled test will result in complete loss of points for the test missed. The student must notify the course instructor of an excused absence before the test. It is the student's responsibility to provide written verification of the excused absence to the instructor and arrange with the instructor a time to make up the missed test. Students will not be allowed to keep exams. Graded exams will be reviewed in class and any further review will take place in the instructor's office during office hours or any other arranged time.

Fitnessgram:

For assessment purposes, each student will be required to conduct a portion of the fitnessgram as per Texas state requirements. Equal participation is expected by all.

Teaching Assignment:

Each student will be assigned to teach ONE fitness principle in front of his/her peers servicing the home-school students in our department utilizing heart rate monitors. Students are asked to design the lesson around the grade level they plan to teach. If a student is **tardy or misses their assigned teaching date**, they will receive a **zero for both their teaching grade and their lesson plan grade** for that day. **NO MAKE-UPS will be allowed!**

Presentation: Upon completion of your team-teach, your group will give an oral presentation on the information collected using the heart-rate monitors. Presentations should be no more than 15-minutes in length.

Written Work

Written work due at class time must be submitted within the first 10 minutes of class on the day that the assignment is due. Written work due at a time outside of class time must be submitted within 10 minutes of the designated time. Assignments turned in after 10 minutes for either scenario will not be accepted.

Personal Responsibilities

The students are expected to contribute to a positive learning environment for themselves as well as their peers and to a positive teaching environment for the instructor. The instructor expects students to consistently participate in classroom activities and discussion with a positive attitude. At this level of your professional development, you are not only responsible for your own learning but being supportive of others' learning. Please enter the classroom with a positive attitude and a willingness to complete class activities.

Specific Course Requirements

Quiz 1	50 pts
Quiz 2	50 pts
Teach	50 pts
Presentation	50 pts
Fitnessgram/Reflection	50 pts
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	250 pts

Grade Breakdown

Letter grades will be calculated on the following scale:

- (A) 90-100 (225 pts)
- (B) 80-89 (200 pts)
- (C) 70-79 (175 pts)
- Below 70 = Failing

COURSE POLICIES

Attendance

Class attendance is mandatory. Students will fail the course upon their **fourth** unexcused absence. Missing more than 10 minutes of any class session will be considered an absence. Students with three late arrivals to class (tardies) will have their grade reduced by one letter grade. A tardy is defined as the student absent or unready to start class when the instructor starts class.

DEPARTMENT OF KINESIOLOGY AND UNIVERSITY ACADEMIC POLICIES

Department of Kinesiology – Drop Policy

It is the responsibility of the student to **add or drop classes or withdraw from school** within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes. **Deadlines may differ for Graduate Students and Undergraduate Students.**

The Department of Kinesiology Grade Requirement:

As stated in the undergraduate catalog, you are required to earn a “C” or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a “D” or “F”. These classes must be taken at UTA. If a “D” or “F” grade is earned you will need to contact your academic advisor, since you will need permission to continue to take Kinesiology and Health courses until the grade is replaced with a “C” or better grade. If you have any questions regarding this policy, please contact your academic advisor.

Grade Grievance Deadline Policy:

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal channels are: Department Chair or Program Director; Academic Dean; and the Provost.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Electronic Device Policy:

Use of cell phones, text messaging and other electronic devices is a distraction to the learning environment. **Students are expected to put away any electronic devices that will cause disruptions in class!!!**

Library Information:

Eric Frierson is the primary Department of Kinesiology Librarian. If you need assistance in a library matter, contact him at: frierson@uta.edu or phone 817-272-7517

PROPOSED SCHEDULE

The schedule is subject to change according to instructor's discretion.

Aug. 25	Syllabus
Aug. 27	Chapter 9
Sept. 1	Chapter 10
Sept. 3	Chapter 11
Sept. 8	Chapter 1/HR Monitors
Sept. 10	Group #1 Elementary Aerobic Fitness
Sept. 15	Group #1 Presentation/Chapter 2
Sept. 17	Group #2 Elementary Aerobic Fitness
Sept. 22	Group #2 Presentation/Chapters 3
Sept. 24	Group #3 Elementary Aerobic Fitness
Sept. 29	Group #3 Presentation/Chapter 4
Oct. 1	Quiz #1
Oct. 6	Chapter 5
Oct. 8	Group #4 Elementary MS & E
Oct. 13	Group #4 Presentation/Chapter 6
Oct. 15	Group #5 Elementary MS & E
Oct. 20	Group #5 Presentation
Oct. 22	Group #6 Elementary MS & E
Oct. 27	Group #6 Presentation/Chapter 7
Oct. 29	Group #7 Elementary Flexibility
Nov. 3	Group #7 Presentation/Chapter 8
Nov. 5	Group #8 Elementary Flexibility
Nov. 10	Group #8 Presentation/Chapter 12
Nov. 12	Group #9 Elementary Flexibility
Nov. 17	Group #9 Presentation/Chapter 13
Nov. 19	Fitnessgram (Class)
Nov. 24	Chapter 14
Nov. 26	THANKSGIVING
Dec. 1	Make-Up
Dec. 3	Make-Up
May 8	Final Exam (11:00-1:30)

THE UNIVERSITY OF TEXAS AT ARLINGTON COLLEGE OF EDUCATION MISSION, CORE VALUES AND PROFESSIONAL DISPOSITIONS

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

NASPE INITIAL PHYSICAL EDUCATION TEACHER EDUCATION STANDARDS (2004)

STANDARD 1: Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person

STANDARD 2: Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

STANDARD 3: Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

STANDARD 4: Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 5: Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

STANDARD 6: Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards

STANDARD 7: Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

STANDARD 8: Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals), and seek opportunities to grow professionally.

STANDARD 9: Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

STANDARD 10: Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

TEXAS COMPETENCIES FOR ENTRY LEVEL PHYSICAL EDUCATION TEACHERS

STANDARD 1: Demonstrate and understand a variety of human movement skill competencies and help students develop these skills.

STANDARD 2: Understand principles and benefits of developing physically active lifestyles and utilize motivation strategies that inspire students to participate and value physical education for life.

STANDARD 3: Use knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment that promotes students' self-management, self-motivation, and social skills through participation in physical activities.

STANDARD 4: Use knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

STANDARD 5: Provide equitable and appropriate instruction for all students in a diverse society.

STANDARD 6: Use effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

STANDARD 7: Understand and use formal and informal assessments to promote students' physical, cognitive, social, and emotional development in physical education contexts.

STANDARD 8: Reflect and evaluate the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

STANDARD 9: Collaborate with colleagues, parents/caregivers, and community agencies to support students' growth and well being.

STANDARD 10: Understand the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

