

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PHED 274: Dance and Educational Gymnastics (2 credits)
Spring 2013

DAY/TIME: Tuesday, 4:30-7:10 p.m.
INSTRUCTORS: Chris Dofflemyer

LOCATION: RAC 2203
EMAIL ADDRESS: rdoffle1@gmu.edu
rcdofflemyer@fcps.edu

OFFICE LOCATION: TBA
PHONE NUMBER: 703-973-2006

OFFICE HOURS: By appointment only
FAX NUMBER: 703-633-7597

PREREQUISITES: BPRE/BSED PHED Majors only

COURSE DESCRIPTION: Focus on skill development and content knowledge in dance, rhythmical skills and educational gymnastics. Specific dance forms include creative dance, international folk dance, recreational and contemporary dances. A variety of teaching methods and skill progressions are presented.

COURSE OBJECTIVES:

At the completion of this course, students will be able to:

1. Demonstrate skill and content knowledge in dance and educational gymnastics.
2. Self-assess and gain feedback from instructor and peer analysis
3. Provide the history of dance and gymnastics
4. Show refined movements in dance and gymnastics for developing routines
5. Analyze the skills of others and provide feedback as appropriate
6. Use authentic assessment and student developed rubrics
7. Adapt music and equipment for varied skill levels in dance and gymnastics
8. Show in-depth knowledge of planning special dance and gymnastics events similar to those practiced in public schools

REQUIRED TEXT for Dance portion of class

Cone, Theresa Purcell and Stephan Cone (2005) Teaching Children Dance. Champaign, IL: Human Kinetics

REQUIRED TEXT for Gymnastics portion of class

Werner, Peter H. (1994). Teaching Children Gymnastics. Champaign, IL: Human kinetics

NATURE OF COURSE DELIVERY: Face to Face

EVALUATION: Grading Scale:

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-93	B = 84-86	C = 74-76	D = 65-66
	B- = 80-83	C- = 70-73	F = 64 or less

**** Students are responsible for all work conducted in class regardless of being absent.**

Assessment is based on a total of 100 points for dance half of the course and 100 points for the gymnastics half of the course. The two grades will be averaged.

Dance:

Daily Gymnastics Participation Grade = 25%

Journal Entries= 20%

Gymnastics Teaching Lesson Plan= 20%

Gymnastics Exam= 25%

Individual Tumbling Routine = 10%

Daily Dance Participation Grade = 20%

Journal Entries = 20%

Dance Midterm, Written Assessment= 20%

Dance Group Presentation= 20%

Dance Teaching Lesson= 20%

MASON ATTENDANCE POLICY:

Students are expected to attend every class. Class attendance is essential for success in this course. In-class participation is important to the individual student and to the class as a whole. Because class participation will be a factor in grading, instructor may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus. **Attendance is taken prior to the start of class. One absence in the dance portion and one absence in the gymnastics portion of this class is permitted at no consequence to a student's grade. For each absence beyond this limit, the student's final grade will drop one full letter. For example: If a student misses 2 times in the Dance portion of this class and 0 times in the gymnastics portion and their final grade would have been a "B", they will now earn a final grade of a "C".** Moreover, **four** absences may result in a failing grade. It is **not** possible to make up any missed classes.

Regarding coming late and/or leaving class early:

An arrival of 15 minutes or less constitutes a tardy. Two class tardies equal one absence.

Arrivals that are more than 15 minutes late are considered an absence.

If it is necessary to leave class early, inform the instructor ahead of time. Leaving class early will count as 1/2 attendance.

Students are solely responsible for submitting assignments on time and for obtaining any class information from classmates including lecture notes, updates, changes of calendar and handouts due to absences. Assignments and tests must meet deadlines or no credit is earned. Computer and printer failures are not excused. Advance approval from the professor is needed for exceptions. Only extreme emergencies and university-sponsored functions are exempt from this policy.

PROFESSIONAL DISPOSITIONS: This course is foundational to all courses that lead to teacher licensure and the BS. Ed. Degree. Student attendance and participation in class activities are directly related to professional development and dispositions in this career; therefore, you are expected to attend class regularly. You are entering a licensure program that requires several developmental stages toward becoming a professional committed to student learning in schools. Professional dispositions are values, attitudes and professional ethics toward learners, peers, professors and the learning process. You will self-evaluate on dispositions throughout the semester and examine your commitment to the teaching profession.

APPROPRIATE DRESS: You are required to dress for activity. Clothing that is appropriate for movement and will not restrict your motion should be worn. Athletic shoes and socks are required.

Grading Standards:

- A grade of “A” is given for superlative work that demonstrates a profound commitment to the course material, and further, that goes on to employ this material as a springboard for independent thought and work.
- A grade of “B” is given for very good work that completely fulfills all the requirements of the course in a conscientious and dedicated manner, and that demonstrates mastery of the course content.
- A grade of “C” is given for work that fulfills all the requirements of the course in a satisfactory manner, but that falls short of demonstrating rigor and mastery.
- A grade of “D” is given for work that is unsatisfactory
- A grade of “F” is given for work that fails to fulfill the requirements of the course.

GMU Add/Drop Policy: The last day to drop this class with no tuition penalty is 1/31/12. The last day to drop this class with a 33% tuition penalty is 2/14/12. The last day to drop with a 67% tuition penalty is 2/24/12.

Honor Code, Copyright, & Computing Policies: **To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

You are expected to adhere to all University policies and guidelines during your participation in this course. All work must be your own. Inappropriate use of the work of others is a George Mason University Honor Code violation. Please review the University's website for information on the following: Honor Code and Judicial Procedures; Copyright/Fair Use; and Responsible Use of Computing.

If you are a student with a disability and you need academic accommodations please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office. Students must inform the instructor at the beginning of the semester, and the specific accommodation will be arranged through the Disability Resource Center.

It is not possible to receive an incomplete grade in this class. If you anticipate difficulty in completing this course see your instructor immediately to discuss your options.

You are encourage to sign up for the Mason Alert System by visiting the website <https://alert.gmu.edu>. An emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.

For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>

NOTE: Cell phones, pagers and alarms must be turned off in class. **No exceptions. Texting in class will result in a daily participation grade of "0".**

TENTATIVE COURSE SCHEDULE:

T	January	22	Defining Educational Gymnastics Developmentally Appropriate Gymnastics History of Gymnastics Lab: Traveling skills and Animal Movements Read Chapters 1 and 2 in <u>Teaching Children Gymnastics</u>
T	January	29	Effective Teaching Methods for Gymnastics Lab: Static Balances and Balance Puzzles Read Chapter 3 in <u>Teaching Children Gymnastics</u>
T	February	5	Scope and Sequence in Gymnastics Rolling Skills Read Chapter 4 in <u>Teaching Children Gymnastics</u>

T	February	12	Assessing skill in Gymnastics Weight Transfer skills Reading: Look at the lessons in your textbook and choose one to teach
T	February	19	Project assignments for Tumbling Prepare lessons
T	February	26	Prepare individual and partner tumbling routines Student taught lessons
T	March	5	Present individual and partner tumbling routines Student taught lessons Review for dance exam
T	March	12	No class Spring Break
T	March	19	Dance exam Student taught lessons if necessary
T	March	26	Defining dance in Physical Education and why we teach dance. Overview of the course and expectations Lab: Beat coordination test Jump Rope skills Read Chapters 1 and 2 in <u>Teaching Children Dance</u>
T	April	2	Designing a Dance Unit Lab: Circle and folk dances Read Chapters 3 and 4 in <u>Teaching Children Dance</u>
T	April	9	Effective teaching methods Lab: Line dances and Contra dances Determine groups for group dance project Read Chapter 5 in <u>Teaching Children Dance</u>
T	April	16	Assessment of dance skill Lab: Using props in dance Work on group dance project Read Chapter 6 in <u>Teaching Children Dance</u>
T	April	23	Lab: Dances in scattered spaces and creative dances Student taught dances Work on group dance project

T	April	30	Review for mid-term Lab: Square dances Student taught dances Work on group dance project Group project rehearsal
T	May	14	Final Exam Dance written final exam Student led dances Group projects due

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

