

**George Mason University**  
**College of Education and Human Development**

**PHED 274: section 001 Dance and Educational Gymnastics (2 credits)**

**Spring 2020**

**DAY/TIME:** Tuesday, 4:30-5:35 p.m.

**LOCATION:** RAC 2203

Tuesday, 5:45-7:10 p.m.

RAC 1200B

**Faculty**

Name: Robert Christopher Dofflemyer

Office Hours: By appointment only

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**Prerequisites/Corequisites**

BPRE/BSED PHED Majors only

**University Catalog Course Description**

Skill and content knowledge in dance, rhythms, and educational gymnastics.

**Course Overview**

1. Participate [listen, respond, present, discuss] in a thoughtful, informed constructively critical manner.
2. All written work [papers, projects and tests] carefully and promptly done. Unauthorized late assignments will automatically receive a grade lower than if it were completed on time.
3. Give evidence of having read significantly from text, current periodicals, or equivalent sources evidenced by comments and questions in discussions and presentations or citations in written work.
4. Confer with the instructor when the need arises.
5. Modeling - For each gymnastic skill/Dance, instructor will present a basic skill[s] application and/or strategies lesson. Lessons will consist of motor development, motor learning and/or biomechanics that relate to the skill[s].

**Course Delivery Method**

This course will be taught via lecture and lab.

## **Learner Outcomes or 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. Present refined movements in dance and gymnastics for developing routines
5. Analyze the skills of others and provide feedback as appropriate
6. Conduct authentic assessment and student developed rubrics
7. Prepare music and equipment for varied skill levels in dance and gymnastics
8. Demonstrate in-depth knowledge of planning special dance and gymnastics events similar to those practiced in public schools

## **Professional Standards**

National Standards for Initial Physical Education Teacher Education (2017) SHAPE America

### **Standard 1. Content and Foundational Knowledge**

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

### **Standard 2. Skillfulness and Health-Related Fitness**

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health- enhancing levels of fitness.

### **Standard 3. Planning and Implementation**

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

### **Standard 5. Assessment of Student Learning**

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Further, upon completion of this course, students will meet the following professional accreditation standards:

## **Required Texts**

### **REQUIRED TEXT for Dance portion of class**

Bennett. (2006). *Rhythmic Activities and Dance-W/CD*. Champaign, IL: Human Kinetics

### **REQUIRED TEXT for Gymnastics portion of class**

Werner, P.H. (1994). *Teaching Children Gymnastics*. Champaign, IL: Human Kinetics

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor with hard copies or via email as requested.

### Assignments and/or Examinations

#### Gymnastic Part 1

##### **Requirement #1 - Participation [22.5%] - 225 pts (15 points/class attended) -**

- Attendance at all classes is expected. This is a hands-on, participatory course – you expected to be in attendance. Absenteeism will be reflected in one's final grade.
- Based on quality and quantity of daily participation, attitude, individual growth and group work in all classes.
- Class periods have been arranged into discussion and activity sessions. Please be sure to come prepared to each class period dressed and ready for active participation in a variety of team sport activities.
- Based on assignments of various kinds related to readings, discussions and questions/issues.

##### **Requirement #2 – Journal writing [5%] – 50 pts (10 points per writing)**

- Journal writing will be a reflection of lecture notes and assigned chapters in the text. You will be assigned 2-3 questions per week. Questions will be on blackboard

##### **Requirement # 3 - Gymnastics Lesson Plan [10%] – 100 pts**

- Prepare a Learn model lesson plan
- Link the state standards to the appropriate grade level indicator
- The lesson plan must fulfill all components of the learn model including the differentiated instruction and adaptation for diverse learners.
- The blank template will be posted on blackboard

##### **Requirement # 4 – Rubric/Assessment [3.75%] – 37.5 pts**

- Rubric development - Rubric located on Blackboard - You will be create/develop a rubric on the basic skills relative to the activity chosen

##### **Requirement # 5 Presentation [10%] – 100 pts**

#### **General Presentation Information**

- Presentation and development of an activity:
- That relates to and strengthens basic/specific gymnastic skills (Skill Related Lesson)
- Example - a lead-up skill or progressive skill (presentation objectives should relate to skill criteria chosen)
- Some aspects of cognitive thought should be included

- There should also be some mention as to how this/these skill[s] relate to other learning strands [exercise physiology, biomechanics, motor learning, social/psychology, aesthetics, and history].
- Make constant referrals/cues during your lesson of your activity's relevance to the skill/unit being taught!
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement.*
- Be creative, innovative, and resourceful as you plan and implement these lessons.
- You will teach lesson to remainder of class.
- There is no set time frame for presentations – quality presentations are expected

**Gymnastic EXAM** Written Objective [10%] 100 Points

- Short answer, comprehensive to include lecture, discussion, worksheets, above requirements & text reading references.

**Part 2 Dance Portion of the class**

**Requirement #6** – Journal writing {5%} – 50 points (10 points per writing)

- Journal writing will be a reflection of lecture notes, assigned chapters in the text and your attendance to at least one of the following George Mason Dance Company Concerts or one professional concert noted below.
  - GMU Dance Company Spring Gala Concert
    - Limited free tickets available to students
- You will be assigned 2 -3 reflective questions per week
- You need to turn in your ticket stub, program and journal piece for concert attended.
- Reflective questions will be on blackboard

**Requirement # 7 - Dance Lesson Plan** [10%] – 100 pts

- Prepare a lesson plan using the GMU Lesson Plan Template which will be posted on blackboard
- Link the state standards to the appropriate grade level indicator
- The lesson plan must fulfill all components including the differentiated instruction and adaptation for diverse learners.

**Requirement # 8 – Rubric/Assessment** [3.75%] – 37.5 pts

- Rubric development - Rubric located on Blackboard - You will be create/develop a rubric on the basic skills relative to the activity chosen

**Requirement #9 – Dance taught to peers** [10%]-100pts

- Presentation and development of an activity that relates to and strengthens basic skills of movement.
- Some aspects of cognitive thought should be included
- There should also be some mention as to how this/these skill[s] relate to other learning strands [exercise physiology, biomechanics, motor learning, social/psychology, aesthetics, and history].

- Make constant referrals/cues during your lesson of your activity's relevance to the skill/unit being taught!
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement.*
- Be creative, innovative, and resourceful as you plan and implement these lessons.
- You will teach the lesson to your peers in a team teaching setting or to an individual class.

**Requirement #10- Activity Portfolio [5%] 50 points** - An accumulation of evidence about activities studied and experienced in PHED 274 The intention of this portfolio is for students to refer to in the future.

- Contents to include skill and activity worksheets, instructional worksheets, in class group reflection worksheets and miscellaneous samples of student work.
- This is a continuum from PHED 273 and PHED 275 and should be part of the complete portfolio.

**DANCE EXAM      Written Objective [10%] 100 Points**

- Short answer, comprehensive to include lecture, discussion, worksheets, above requirements & text reading references.

**Grading Scale Breakdown**

Participation - Attendance = 15 points/15 class day. 22.5% 225 Points

✓ Journal entries	10%	100
✓ Individual Gymnastics Activity Pres.	10%	100
✓ Learn model Lesson Plan	10%	100
✓ Gymnastic Mid Term Exam	10%	100
✓ Rubric/Assessments	7.5%	75
✓ Individual Dance Activity Pres.	10%	100
✓ Team Dance presentation	5%	50
✓ Activity Portfolio	5%	50
✓ <u>Final Exam</u>	<u>10%</u>	<u>100</u>
✓ <b>TOTAL Points</b>	<b>100%</b>	<b>1000</b>

- **Other Requirements**  
Attendance, participation

Grading Scale		
900 - 1000	Points =	A
890 - 899	Points =	A-
850 - 889	Points =	B+
800 - 849	Points =	B
790 - 799	Points =	B-
750 - 789	Points =	C+
700 - 749	Points =	C
600 - 699	Points =	D
599 or less	Points =	F

**Grading Scale:**

A = 94-100	B+ = 87-89	C+ = 78-79	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 500 points for dance half of the course and 500 points for the gymnastics half of the course. The two grades will be averaged for the final grade using a 1000 points total.**

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. 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.

### **Class Schedule**

#### **TENTATIVE COURSE SCHEDULE:**

T	January	21	<p>Defining Educational Gymnastics</p> <p>Developmentally Appropriate Gymnastics</p> <p>History of Gymnastics</p> <p>Lab: Traveling skills and Animal Movements</p> <p>HW-Read Chapters 1 and 2 in <u>Teaching Children Gymnastics</u> (Journal #1 on Chapter 1&amp; 2)</p>
T	January	28	<p>Effective Teaching Methods for Gymnastics</p> <p>Lab: Rolling skills/Tumbling</p> <p>HW-Read Chapter 3 in <u>Teaching Children Gymnastics</u> (Journal #2 on Chapter 3)</p>
T	February	4	<p>Scope and Sequence in Gymnastics</p> <p>Rolling Skills/Tumbling</p> <p>Read Chapter 4 in <u>Teaching Children Gymnastics</u> (Journal #3 on Chapter 4)</p>
T	February	11	<p>Assessing skill in Gymnastics</p> <p>Weight Transfer skills</p> <p>Reading: Look at the lessons in your textbook and choose one to teach or pick a skill that we worked on in class to write a lesson on and teach it.</p>
T	February	18	<p>Project assignments for Tumbling/weight on hands skills/inverted balance skills</p> <p>Prepare lessons using Learn Model template</p>
T	February	25	<p>Prepare individual and partner tumbling routines</p> <p>Student taught lessons <b>Learn Lesson Plan due!</b></p>
T	March	3	<p><b>Gymnastic Exam</b> (Journal #4 Reflective on physical experience to date.)</p>
T	March	10	<p>No class Spring Break Recess</p>
T	March	17	<p>Discuss Exam and start apparatus (beam/vault) practical experience</p>

T	March	24	<p>Defining dance in Physical Education and why we teach dance.</p> <p>Overview of the course and expectations</p> <p>Lab: Beat coordination test Jump Rope skills</p> <p>HW-Read Chapters 1 and 2 in <u>Rhythmic Activities and Dance (Journal #5</u></p>
T	March	31	<p>Designing a Dance Unit</p> <p>Lab: Circle and folk dances</p> <p>Read Chapters 3 and 4 in <u>Rhythmic Activities and Dance (Journal #6 on Chapter 3 &amp; 4)</u></p>
T	April	7	<p>Effective teaching methods</p> <p>Lab: Line dances and Contra dances</p> <p>Determine groups for group dance project</p> <p>Read Chapter 5 in <u>Rhythmic Activities and Dance (Journal #7 on Chapter 5 )</u></p>
T	April	14	<p>Assessment of dance skill</p> <p>Lab: Using props in dance</p> <p>Work on group dance project</p> <p>Read Chapter 6 in <u>Rhythmic Activities and Dance (Journal #8 on Chapter 6)</u></p>
T	April	21	<p>Lab: Dances in scattered spaces and creative dances</p> <p>Work on group dance project or (Guest Teacher Mrs. Knitter Tentative) Reflective Journal #9</p>
T	April	28	<p>Review for final</p> <p>Student taught dances</p> <p>Work on group dance project Group project rehearsal (Journal #10 Reflective post teacher presentation)</p>
T	May	5	<b>Reading day No class</b>



T	May	12	<p>Final Exam</p> <p>Dance written final exam</p> <p>Student led dances if needed</p> <p>Portfolio projects due</p>
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **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: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- We updated the link to the GMU honor code. New link: <https://catalog.gmu.edu/policies/honor-code-system/>
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:  
As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>