RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

COURSE NUMBER:	PED 206-01
	Spring 2010 Monday and Friday 12-1:50 pm Murray Center 217
COURSE TITLE:	Fundamentals of Movement and Its Analysis
INSTRUCTOR:	Dr. Robin Kirkwood Auld
OFFICE:	Murray Center 140
OFFICE HOURS:	T & Th. 4-5 pm; M & F 11-12 noon; and by appointment
TELEPHONE:	401 456-8880 e-mail: rauld@ric.edu

A. COURSE INFORMATION

Prerequisites: None
Required Text:

Payne, V.G., & Isaacs, L.D. (2008). *Human motor development: A lifespan approach.* 7th ed. Boston, MA. McGraw-Hill.

Class Format:
Throughout the semester, class time will incorporate lectures, discussions, and laboratory sessions in the gymnasium as well as the viewing of video to analyze fundamental movement. Students are expected to participate in all of the above activities, complete all take home and laboratory assignments and dress to participate (comfortable clothing and sneakers) for all laboratory sessions. Failure to do so will affect the participation portion of the grade.

Class attendance is vital. Two absences will be allowed. All subsequent absences will affect the final grade (5 points per absence will be deducted). Two late arrivals or early departures will count as one absence. Students are responsible for all announcements, assignments and material covered in class. If absent, students should check with peers about assignments before the next class in order to be prepared.

B. COURSE DESCRIPTION

Catalog Description:
Through lecture and laboratory assignments the fundamentals of movement analysis are introduced, including the phases of motor development and the kinesiological principles associated with how individuals move. This is a 3 credit course offered Fall and Spring semester.

Extended Description:
This course will provide the student with historical and contemporary theory on the lifespan development of the child from newborn to adolescence, introduce the student to various techniques of analyzing human movement and provide practice in applying these techniques. Students will learn how children develop motor responses, how reflexes are stimulated and extinguished and how individuals move through the initial, elementary, and mature phases in fundamental motor skills. Biomechanical principles, including Newton's Laws of Motion, will be explored. Emphasis will be on how these concepts relate to the analysis of human movement and how to manipulate these concepts to improve performance.

Relationship to Professional Programs:
This is a required course for Physical Education majors offered by the Physical Education Department. This introductory course, through laboratory assignments that coincide with lecture, students will begin to analyze human movement and gain the ability to provide feedback to children performing a skill or movement incorrectly. The students will also learn about the biological and physical growth and development of children to assist them in planning appropriate physical education activities in future courses.
Relationship to Conceptual Framework and FSEHD:
Reflective practice includes a critical understanding of how children grow and develop. The reflective practitioner understands the impact of how children move on the teaching-learning process. Professional movement educators incorporate appropriate strategies for planning, implementing and assessing a movement program. This course will show how all children grow and develop at different rates and how to adapt activities for a diverse group. There will be practical application of observation techniques and recognition of different development levels involving 5-11 year olds. Students will be introduced to the National Physical Education Standards and the role fundamental movement analysis plays in achieving the standards.

C. COURSE OUTCOMES

Students will:

1. discuss the significance of appropriate reflexes on the development of a child (C.F. Knowledge; RIPTS 2; NASPE Content Knowledge, Growth and Development)
2. identify the individual characteristics of the three phases of the development of fundamental movement in the following skills: walking, running jumping, hopping, throwing, catching, striking, kicking as well as variations or combinations of each (C.F. Knowledge; RIPTS 2, 3; NASPE Content Knowledge, Growth and Development).
3. analyze movement of children either live or on videotape and provide critical analysis or feedback on motor skill, cognitive, and social development (C.F. Pedagogy; RIPTS 3; NASPE Content Knowledge, Growth and Development).
4. utilize mechanical principles in providing individual analysis of motor skills and explain how the understanding of these principles may improve motor performance (C.F. Pedagogy; RIPTS 2; Content Knowledge).
5. appropriately analyze the fundamental movement of children with disabilities (NASPE Diversity).
6. realize the importance of developing fundamental skills in children to enhance the chance of them participating in lifetime activity.
7. utilize their knowledge of human growth, fundamental skills, and mechanical principles when giving feedback or correcting technique flaws (C.F. Knowledge, Pedagogy; RIPTS 2; NASPE Content Knowledge, Growth and Development, Planning and Instruction).
8. develop appropriate criteria for the different levels of competence in fundamental skills (NASPE Student Assessment).
9. design and implement activities for five and six year olds to enhance their acquisition of fundamental skills (C.F. Pedagogy; RIPTS 2, 3, 11; NASPE Planning and Instruction, Technology).
10. appreciate the impact that growth and development have on a child's overall lifestyle (NASPE Growth and Development) .
11. be able to recognize the similarities and differences in cognitive, physical, and social development among children of various age levels (C.F. Content Knowledge; RIPTS 2, 3; NASPE Growth and Development, Student Assessment).
12. understand the impact a child's level of cognitive, physical, and social development has on choosing appropriate activities (C.F. Pedagogy, Diversity; RIPTS 2, 3, 4; NASPE Growth and Development, Diverse Students, Student Assessment).

D. TENTATIVE COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

WEEK	TOPICS	ASSIGNMENTS
1 & 2	Overview, Assignments, Requirements Biological Growth & Development Heredity and Neurological changes Physical Growth changes	Homework 1 Chapters 1-3
3 & 4	Biological Growth & Development Physiological changes Factors affecting growth & development	Homework 2 & 3 Lab 1 Chapters 5-8
5	Motor Development Reflexive Behavior Rudimentary Movement Abilities	Lab 2 Chapters 9-11; 4
	EXAM I	
6	Exploration of Fundamental Movement – What Moves, How we Move, Where we Move Elements of movement (body, space, effort & relationships)	Homework 4 Lab 3 & 4
7	Concepts of Stabilization and Control Balance movements, agility movements	Labs 5-11
8	Fundamental Movement Patterns Concepts of Locomotion - walking, running, & jumping	Homework 5 Labs 12-14 Chapter 12
9 & 10	Concepts of Manipulation - throwing & catching - kicking & striking	Homework 6 Lab 15-18 Chapter 13
	Assessment HBS K's for Movement Lab	Homework 8 & 9 Chapter 16
11	**Exam II** Complex Fundamental Skills Sport Specific Skills	
12	Mechanical Principles Newton's Laws Internal and External Force	 Homework 7 Lab 19-20
13 & 14	Levers Pivots & Spin	
	EXAM III	

E. COURSE REQUIREMENTS:

If there are any questions about a grade on a returned assignment or exam, talk with the professor no later than one week after the grade was posted. Be sure to contact the professor immediately when course material becomes confusing, extra help is needed, or conflicts with class time arise. **Students must use their RIC e-mail address for all correspondence. The instructor will use Blackboard or RIC e-mail addresses for announcements.**

1. **Health Questionnaire & Student Responsibility Forms:** The forms must be printed from the HPE Department web page for the second class meeting. Forms can be found by clicking on the "important information for students" link.

2. Students must complete all take home assignments and pass them in on time. These assignments must be word processed unless otherwise notified. Assignments must be passed in at the beginning of class. **Hard copies only; no e-mails will be accepted**. The scoring rubric for homework evaluation will be provided in class (Outcome 2, 3).

   Late take home assignments will be reduced one level for each calendar day it is late and may not be passed in after the assignment has been returned to the class by the instructor.

3. In-Class Lab Assignments:
   Students must be in class in order to complete and receive credit for each lab. Labs may be due on the day of the lab or the next class meeting depending on the time constraints (this will be determined by the instructor). Labs will be discussed either at the end of the lab session or the next class meeting – corrections can be made to enhance comprehension. Lab assignments will be graded according to the rubric the instructor will provide at the beginning of the semester. The grade will drop one level for every calendar day it is late (Outcome 2, 3, 4, 7).

4. Fundamental skills of Kindergarteners will be analyzed after developing activities and a criteria Checklist for walking, running jumping, hopping, throwing, catching, striking and catching (Outcome 2, 3, 5, 6, 7, 8, 9, 11, 12). Students will work with the kindergarten children in the gymnasium to evaluate their current fundamental skill level.

5. Comparative Observation and Analysis of Children's Cognitive and Social Capabilities:
   Students will observe each class (Pre-K, K; or 1, 2 or 3; **and** 4 or 5) for a three hour block of time. The class should be observed in the classroom setting (**not in the gymnasium)** and on the playground at recess. Cognitive and social development should be the emphasis of the observations. Field notes should be taken at each session to document the similarities and differences in cognitive and social development of the students in the class. This assignment is designed to help PED 206 students know what to expect from children at different levels of cognitive and social development. A comparative paper will be written summarizing and analyzing similarities and differences within and among grade levels. Assignment criteria and the scoring rubric will be provided in class. (Outcome 10, 11,12).

6. There will be three exams. These will be short answer and short essay questions. Exams will cover appropriate notes, take home assignments, labs and handouts. There will be an in class review prior to each exam (Outcome 1, 2, 3, 5, 7, 8, 12).

   Exam I: Growth & Development
   Exam II: Fundamental Movement
   Exam III: Mechanical Principles

F. EVALUATION:

10% **Participation**
20% **Laboratory Assignments**
20% **Take Home Assignments**
30% **Exams**
20% **Comparative Paper**

100%

Grading Scale:

93 – 100	A	70 – 72	C-
90 – 92	A-	67 – 69	D+
87 – 89	B+	63 – 66	D
83 – 86	B	60 – 62	D-
80 – 82	B-	59 -	F
77 – 79	C+		
73 – 76	C		

G. RESOURCES

AAHPERD. (1987). *Basic stuff series: Kinesiology,* Reston, Va. AAHPERD.

Anderson, A. (1999). Blending management and instruction to foster participation in the study of movement. *Journal of Physical Education, Recreation, and Dance,* 70, 46-50.

Carr, G. (2004). *Mechanics of sport 2nd ed.* Champaign, IL: Human Kinetics.

Colvin, V., Markos, N., & Walker, P. (2000). *Teaching the nuts and bolts of physical education: Building basic movement skills.* Champaign, IL: Human Kinetics.

Fronske, H. (2000). *Teaching cues of sport skills.* Allyn & Bacon.

Gabbard, C. (1995). *Lifelong motor development.* Madison, WI: Brown & Benchmark.

Gabbard C. (1988). Windows of opportunity for early brain and motor development. *Journal of Physical Education, Recreation, and Dance.* 69, 54-55.

Haywood, K. (1988). *Laboratory activities for life span motor development, 2nd ed.* Champaign, IL: Human Kinetics.

Knudson, D., & Morrison, C. (1997). *Qualitative analysis of human movement.* Champaign, IL: Human Kinetics.

www.archive.ncsa.uiuc.edu/cyberia/videotestbed/projects/newphysics/newtons
www.greatactivities.net
www.pecentral.com

H. OTHER

The instructor reserves the right to change the syllabus at any point in the semester. Students will be notified in class of any changes.

Student's assignments may be duplicated and utilized anonymously for the Health and Physical Education Department's program folios for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used. The instructor reserves the right to change the syllabus at any time during the semester. Students will be advised of any changes in class.

If you have any special needs which require special accommodations in seating, note or test taking, etc., please contact your instructor as soon as possible, after the first day of class. Your confidentiality will be respected and your disability will not be divulged nor discussed without your permission.
You should become familiar with and adhere to the Academic Honesty Policy of Rhode Island College.

3.9 ACADEMIC STADARDS
3.9.1 Academic Dishonesty
Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):
- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representation the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
    - Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
    - Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
    - Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one' s own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39*)*

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as " a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.

- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

Source: Student Handbook 2007-2009

Cases of Plagiarism will be reported to the Vice President of Academic Affairs

The penalty for plagiarism may include but is not limited to:

- Reduction of grade on the assignment
- Zero on the assignment
- Failure of the course