



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

HED/PED 346: METHODS AND MATERIALS IN ELEMENTARY SCHOOL HEALTH EDUCATION AND PHYSICAL EDUCATION; Fall 2010

Location: Murray Center (MC) Room 068

Day & Time: Wednesdays; 4:00 to 7:50 p.m.

INSTRUCTORS: Professor Kristen Pepin, Professor Kathleen Johnson

Office Phone: 456-9787 with Voice Mail (Secretary 456-8046)

Office Hours: Monday 12:00-2:00, Tuesday 2:00-3:00, Wednesday 11:30-12:30; **And by APPOINTMENT**

DEPARTMENT: Department of Health and Physical Education

Chair: Dr. Betty Rauhe, MC 130, 456-9787; brauhe@ric.edu

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1. COURSE INFORMATION

Catalog Description: The basic concepts of motor learning and performance are studied. Emphasis is on the neurological basis of motor learning and the effects of growth and developmental factors. Three semester hours credit.

Extended Description: Students learn about the processes underlying skilled performance, how skilled performances are learned, and how to apply motor learning principles in teaching and coaching settings.

Relationship to Professional Program: Motor learning is an important component of the foundation needed to understand human behavior as it relates to learning and performing motor skills. This is a required course in the physical education major. **Prerequisites:** None.

Relationship to Knowledge Base and FSEHD: This course provides students with a solid foundation in understanding and analyzing skilled performance. Utilizing this knowledge base, the students analyze and reflect upon the results of various techniques of motor learning.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD Conceptual Framework)</i>	<i>Assessment</i>
<p>The experiences in this course are designed to enable each student to:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of terminology employed in the literature and research with reference to motor learning. 2. identify the neurological structure and interaction in the processes of perception, feedback, and cognition. 3. classify specific perceptions and feedback essential to select gross motor tasks. 4. identify and discuss current perceptual motor theories. 5. examine factors influencing motor learning, including the state of the learner, the nature of the skill to be learned, and the method of instruction. 	<p>Knowledge; RIPTS 2, 11; NASPE 1, 2</p> <p>Knowledge; RIPTS 2; NASPE 2</p> <p>Knowledge; RIPTS 2; NASPE 2</p> <p>Knowledge; RIPTS 2; NASPE 1, 2</p> <p>Pedagogy; RIPTS 2, 3; NASPE 1, 2, 6</p>	<p>Observations, Take Home and In-class Labs, Article Summaries, Quizzes, Homework, Exams</p> <p>Observations, Take Home and In-class Labs, Exams, Quizzes, Homework</p> <p>Observations, In-class Labs, Exam In Class Activity, Article Summaries</p> <p>Observations, Take Home Lab, In-class Labs, In Class Activity, Article Summaries</p>

<p>6. identify the phases of motor skill learning and through observation and discussion with elementary school physical educators suggest instructional techniques appropriate for enhancing learning at each stage.</p>	<p>Professionalism; RIPTS 10, 11; NASPE 1, 2, 5</p>	<p>Observations</p>
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2. COURSE TEXTS AND MATERIALS

- Required:

Young, D. E., LaCourse, M.G., & Husak, W. S. (2000). *A Practical Guide to Motor Learning*. Dubuque, Iowa: Eddie Bowers Publishing. (ISBN: 1-57879-004-2)

Additional References:

Fronske, H. (2000). *Teaching Cues for Sport Skills*. Boston: Allyn and Bacon.

Knudson, D., & Morrison, C. (1997). *Qualitative Analysis of Human Movement*. Champaign, IL: Human Kinetics Books.

Magill, Richard A. (1993). *Motor Learning: Concepts and Applications*. Dubuque, IOWA: Wm. C. Brown.

Rose Debra, J. (1997). *A Multilevel Approach to the Study of Motor Control and Learning*. Boston: Allyn and Bacon.

Schmidt, Richard A. (1991). *Motor Learning & Performance: From Principles to Practice*. Champaign, IL: Human Kinetics Books.

Web Sites:

American Alliance of Health, Physical Education, Recreation, and Dance <http://www.aahperd.org>
 Character Counts <http://www.charactercounts.org>

3. COURSE CALENDAR

<u>Week Of/Date</u>	<u>Fall 2010: TOPICS PED 243</u>	<u>Chapter Readings</u>
8/30	Course Introduction, Orientation Introduction to Motor Learning	
9/6	NO CLASS: LABOR DAY	
9/8	Understanding the Research Process -Principles of Movement Control -Individual Differences; Specificity and General Motor Abilities	Chapter 1
9/13	Classification of Skills	Chapter 2
9/20	Structure and Function of the Neuromuscular System	Chapter 3
9/27	Perceptual Processes	Chapter 4
9/29	OBSERVATION #1 DUE	
10/4	Decision Making	Chapter 5

10/11	NO CLASS: COLUMBUS DAY	
10/12	MONDAY CLASSES TODAY! SKILL EXECUTION	Chapter 6
10/13	Mid-term Exam	
10/18	Memory	Chapter 7
10/25	Attention	Chapter 8
11/1	Motivation Arousal, Anxiety and Performance TAKE HOME LAB DUE	Chapter 9
11/8	Augmented Feedback and How To Provide It	Chapter 10
11/15	In Class Labs & Observation #2 DUE	
11/22	Practice and Its Effects on Learning	Chapter 11
11/29	Transfer of Learning IN CLASS LABS Due	Chapter 12
12/6	Last Week of Classes: Review	
12/13	Exam Week	

4. REQUIREMENTS

ASSIGNMENTS:

- 1. Observations 30% (1st observation 10%, 2nd observation 20%)** - Complete and write up two observations of a public school elementary physical education class, by the specified due dates. (RIPTS 11; NASPE 1, 2, 5).
- 2. Take Home Lab 10%** - Complete a take home laboratory assignment on Skill Acquisition, including recording of all data and preparation of a report that addresses all of the questions presented in the instruction packet. This assignment will be evaluated based on accuracy of data collected, thoroughness in addressing questions asked, and insights shown. (RIPTS 3; NASPE 1, 2, 6).
- 3. In-class Labs 20%** - Complete in-class lab assignments the day of class. There are no make-ups if you are absent. (RIPTS 10; NASPE 1, 2, 5).
- 4. Article/Lab Summary 10%** - At the end of the semester a group lab and professional journal article summary will be assigned. (RIPTS 10; NASPE 1, 2, 5, 6).
- 5. Quizzes/Homework 10%** - Complete to a satisfactory level quizzes and in-class or homework assignments. Be prepared for quizzes that may be UNANNOUNCED. These will cover reading assignments and class material. *There will be NO MAKE UPS for missed quizzes.* (RIPTS 2, 3; NASPE 1, 2).
- 6. Exams 20%** - There will be a mid-term and final exam for the class. (RIPTS 1, 2; NASPE 1, 2).

EVALUATION AND GRADES:

Two observations	30%
Take home lab	10%
In-class Labs	20%
Article/Lab Summary	10%
Quizzes/Homework	10%
Exams	20%
	<hr/> 100%

Note many of your assignments are not due until the second half of the semester due to the nature of the content.

GRADING SCALE

Letter Grade Earned	Percentage of Points Earned	Description of Learning Accomplished
A	94-100	Exceptional Learning Accomplishment
A-	90-93	
B+	87-89	Above Average/Superior
B	83-86	
B-	80-83	
C+	77-79	Average
C	73-76	
C-	70-73	
D+	67-69	Below Average/Inferior
D	63-66	
D-	60-63	
F	< 60	Inadequate demonstration of learning to pass course

***** THERE IS A SPECIFIC GRADE REQUIREMENT FOR THIS CLASS DEPENDING ON WHEN YOU ENTERED RHODE ISLAND COLLEGE.**

5. RIC POLICIES

3.9.1 Academic Dishonesty

(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 representing 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.

(b) Faculty Role

A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- A low or failing grade on the assignment in which the offense occurred.**
- An additional assignment.**
- Reduction of the final grade up to and including failure.**
- Any combination of the above.**

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline consider further action.

(c) Board of College Discipline

- The Board of College Discipline shall consider cases referred to it and has the option to recommend any of the penalties available to the faculty member. **The Board also may place the student on academic probation or expel that student from the College.**

http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28

Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations. (2010, Spring). Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):

Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

The instructor reserves the right to change the syllabus at any point in the semester. Students will be notified in class of any changes. Students' assignments may be duplicated and utilized anonymously for the 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.