

**University of WI - Stevens Point**  
**PHED 215 - Rhythmic Fundamentals**  
**Course Syllabus** (Subject to change)

**Instructor:** Ann N. K. Hockett  
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**Office Hours:** M/W - 3:00 - 4:00 and/or By Appointment  
**Class Meetings:** **Friday:** 9:00 am - 10:50 am    MCCH 110

**Required Materials:**

- One, 2 inch three ring binder (for the course packet, handouts, etc)
- Dividers - **able to be labeled**

**Required Readings:**

- Course packet and handouts; hard copy & on Canvas

**Course Description:**

-This course will address the basic teaching strategies, principles, progressions, and skill development that will be needed to effectively teach, assess and perform rhythmic activities.

**- Methods, materials, and fundamental principles for teaching basic gymnastics/tumbling, dance including folk, square, and ballroom in K-12 physical education programs.**

**Student Learning Outcomes:** Upon completion of this course the students will be able to . . .

**Teachings:**

1. Demonstrate the knowledge and ability to effectively perform and teach a variety of elementary and secondary rhythms and how to support and encourage learner expression through movement.
2. Understand the importance of correctly using a musical beat and tempo while teaching and performing rhythmic activities.
3. Familiarize themselves with the equipment that can and will be used to properly teach rhythmic activities to K-12 students.
4. Demonstrate use of a variety of instructional strategies, organization techniques, and appropriate instructional cues and prompts to properly teach various developmental level rhythmic activities.
5. Critically reflect on their own teaching performance and that of others through the use of verbal discussion, written reflections, and video critiques.
6. Integrate other subject areas and the use of technology into teaching rhythmic activities.

**Written Lesson Plans:**

7. Understand the various components needed in a lesson plan, and correctly write an effective lesson plan to enhance student learning for rhythmic activities.
8. Revise written lesson plans after teachings to create highly proficient written lessons plans to distribute to the rest of the class.

**Assessment:** Create and administer **1** assessment.

9. Understand the various components needed in an assessment, and write an effective assessment for a rhythmic activity.
10. Demonstrate the knowledge and ability to effectively administer an assessment of rhythmic

activity and at least one other domain.

11. Understand the purpose of assessment and how the information gathered can be used in the future through group discussions.

**Performances:**

12. Learn a variety of rhythmic activities by participating, practicing, and being assessed in all activities taught during the course.

**Technology:** *one iMovie*

13. Create and edit a digital video (iMovie) of you individually teaching a rhythmic activity of your choice, to be used as an instructional tool for a physical education or classroom teacher. Highlighting specific teaching strategies, progressions, and organizational skills learned throughout the course.
14. Use technology in the teachings of rhythmic activities to enhance student learning.

**Other:**

15. Understand a variety of facts regarding the historical and social importance of specific rhythmic activities.
16. Develop an organized and meaningful rhythmic notebook containing handouts, lesson plans, revised lesson plans, and assessments that will be used as a future reference in teaching elementary rhythmic activities.
17. Demonstrate professionalism in all aspects of the course as if you were teaching physical education classes in a public school.
18. Work cooperatively in pairs or groups.
19. Know and demonstrate **safety** when planning and implementing instruction.
20. **\*\*\*Demonstrate safety in all aspects of the course\*\*\***

**Course Expectations:**

- Students will participate in a safe and respectable manner at all times.
- Students will respect one another and respect the equipment.
- Students will finish and turn in their work on time; no late work will be accepted.

**Attendance/Tardiness/Participation:**

***65 total points for full attendance & participation at all class meetings***

**Attendance:**

1. The design of this course is student-centered, which involves a high level of student participation. Therefore, students are required to attend **ALL** class meetings in order to obtain the full benefits of this learning experience. Daily attendance will be taken.
2. If a student is absent from class, the student needs to contact the instructor **BEFORE** class and leave a message. If a message is not left, the student will not be allowed to make-up the work missed in class. It will be up to the discretion of the instructor whether the missed work will be allowed to be made-up even for students who leave a message.

- Absence is defined:** - When a student is over 10 minutes late to a class.  
 - Leaves class any time before the official completion of the class.  
 - Does not attend a class.

**Deductions for each absence:**

- 5 points            1<sup>st</sup> absence
- 10 points        2<sup>nd</sup> absence and each subsequent absence
- The student will receive a grade of an "F" for PETE 1008 on their 5<sup>th</sup> absence**

**Tardiness:**

**1. Be on Time for Class. Being late is not an option.**

If a student is up to 10 minutes late for a class it will be considered tardy, after 10 minutes it will be marked as an absence.

**Deductions for each tardy:**

- 2 points            1<sup>st</sup> tardy
- 3 points            2<sup>nd</sup> tardy and any subsequent tardies

**Participation/Attitude:**

1. Students will be graded on **positive engagement** in class participation, attitude, and preparedness; just coming to class is not participating.

**Deductions for each display of the following:**

- 15 points            poor attitude
- 15 points            disrespectfulness/unprofessional
- 15 points            disruptive behavior/ off task / goofing around/ distracting others
- 15 points            nonparticipation / disengaged behavior
- 15 points            no gym shoes or inappropriate gym attire or hat (when class is in the gym)
- 15 points            lack class materials
- 15 points            use of cell phone
- 15 points            unprepared for class teaching, written lesson plan, or assessment
- 15 points            lying to instructors or falsification of information
- 15 points            Violation of UWSP Student Conduct Code or Academic Integrity Policy

**Students will also receive a zero "0" on any assessment done on the day they displayed any of the above infractions.**

**Assignments:**

1. All written assignments must be typed and professionally prepared. Students will receive a zero (0) for assignments that are handwritten except written reflections and video critiques.
2. All assignments **MUST** be turned in on the set date and time. Due to the hands-on and professional nature of this course class assignments that are turned in late will not be accepted and students will receive a zero (0) for the assignment. Written lesson plans, class copies, in-class teaching, administering assessments, student rhythmic skills assessments, written reflections, video critiques, notebooks and the iMovie assignment will not be allowed to be made-up under any circumstance (including University excused absences).

**Dress:**

In class please present yourself in clean and appropriate attire as if you were a public school physical education teacher. Students must wear proper gym attire (sweat/wind/stretch pants, or shorts and t-shirt that covers midriff, without holes that allow a bra or chest/back to be visible) and tennis shoes in class. The

following attire will not be allowed to be worn in the gym: hats, hard sole shoes, clogs, sandals, torn clothing, low waist pants or shorts, short tops showing midriff or underwear, low cut tops and spaghetti strap tops.

\*Professionalism is expected at all-time\*

**Professional Dispositions:** (to be employed in this course)

1. Attendance /Punctuality to all classes
2. Self- Initiative/Independence
3. Reliability/Dependability
4. Use of Professional Oral Expressions
5. Use of Professional Written Expressions
6. Appropriate use of Tact and Judgment with Peers & Instructors
7. Appropriate Interaction with Peers & Instructors
9. Desire to Improve Own Teaching Performance
8. Appropriate use of Reflection
10. Demonstration of Professional Ethics and Demeanor

**Candidate Conduct, Academic Integrity and Professional Dispositions to be employed in Phed 215:**

As per Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

**Instructional Strategies:** (to be used in this course)

- Lecture
- Partner work groups
- Students are active participants in all rhythmic activities
- Peer-Teachings in rhythmic activities
- Peer-Assessment of rhythmic skills
- Class notebook kept by students will be used as a future rhythmic reference
- Student's reflection of teaching (oral reflection, written reflection, and written video critique)
- Evaluations from instructors of teaching and assessment
- Students create an iMovie to be used as an instructional tool
- Large and small group discussions
- Sample teachings of rhythms by the instructors
- Students are assessed on performing rhythmic skills

**Diversity:**

- The instructor will strive to deliver instruction that is inclusive to all students.
- Candidates will try to plan and deliver rhythmic lessons and assessments that are inclusive to all students.

**Rhythmic Activity Assessment and Requirements:** (Subject to change by instructor)

**Rhythmic Activity Written Lesson Plans**

**25 points each**

- Each student will be assigned three (3) rhythmic activities.
- Each student will write one written lesson plan per rhythmic activity they are assigned.
- Each student will write a total of three (3) written lesson plans.
- Each written lesson plan is worth 50 points.
- Use the Lesson Plan template supplied by the instructor as the format to write your written lesson plan. Please include all items on the template into your written lesson plan.
- All written lesson plans must be typed and professionally prepared and written using the individual's **own words**. If a lesson plan is not typed the student will receive a zero for the assignment. If the lesson plan is not written using the student's own words the student will receive a zero for the assignment.
- A **hardcopy** complete written lesson plan must accompany all in-class teachings. If a student does not have a complete written lesson plan before their in-class teaching, the student will not be allowed to teach and will

receive a zero for both their lesson plan and teaching for that day. **No make-ups will be allowed.**

- After the student receives their graded written lesson plan they are to make all corrections to the lesson plan as they are stated in the graded lesson plan and submit via Canvas. If the student does not revise all the correction stated on the graded lesson plan the student will receive -15 point deduction from their written lesson plan.

**Rhythmic Activity Teaching (20 minutes to teach each lesson)**

**50 points each**

- Each student will be assigned **three (3)** rhythmic activities.
- Each student will teach one in-class teaching per rhythmic activity they are assigned.
- Each student will teach a total of **three (3)** in-class teachings.
- Each in-class rhythmic activity teaching is worth 80 points. All teachings will be videotaped.
- If a student is absent on his/her assigned teaching day they will receive a zero for both their in-class teaching and their written lesson plan. No make-ups will be allowed.

**Rhythmic Activity Written Assessment Form**

**10 points**

- Each student will be assigned **three (3)** rhythmic activities.
- Each student will write one assessment form for one of their 3 rhythmic activities they are assigned.

**Written Reflection of In-Class Teachings**

**5 points each**

- The student will write a well written and thorough reflection of their in-class teaching performance. A set form will be provided to complete this written reflection. The student must turn in the written reflection of their in-class teaching by the next class meeting after their teaching. If a student does not complete the written reflection on the set form or does not have their written reflection form turned in by the next class meeting the student will receive a zero for the written reflection assignment. No make-ups will be allowed.

**iMovie of Rhythmic Activity**

**100 points**

- Each student will create one iMovie.
- Students will edit the digital video to create an iMovie of the basic skills of their rhythmic activity.
- A handout will be giving details of the digital video editing assignment to create an I-Movie.
- **iMovie written script due on the scheduled Final Time - and will be viewed during that time.**

**Instructor must receive the following for the iMovie assignment to be considered completed:**

- Uploaded to Canvas or
- Upload to Google Drive folder (Name to be announced when created)

- **The iMovie assignment can be turned in before the due date, but it will not be accepted after this date and time, the student will receive a zero if the assignment is late.**

**Assessments:** (subject to change by instructor)

<b>Area</b>	<b># of Assignments</b>	<b>Total Points for each</b>
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Attendance/Participation		65 points
Rhythm Written Lesson Plan	3 Lesson Plans (25 pts. each)	75 points
Rhythm In-Class Teaching	3 Teachings (50 pts. each)	150 points
Rhythmic Written Assessment Form	Assessment Form	10 points
Written Reflection of In-Class Teaching	3 Written Reflections (5 pts. each)	15 points
iMovie of Rhythmic Activity	1 iMovie & 1 Script	55 points
Quizzes/Exams		100 points
Outside of Class Assignments		50 points
Peer Evaluations		50 points_____
	<b>Total Points</b>	<b>560 points</b>

***\*SUBJECT TO CHANGE***

**\*Students must complete and turn in on time all the above assignments in order to pass PHED 215. If a student does not, the student will receive and "F" for PHED 215.**

**\*\*It is imperative that a student be present on their assigned teaching/assessment days. If a student is absent during their teaching/assessment days, the student will not receive any points for teaching, written lesson plan, written assessment or administer the assessment and will not be allowed to make-up the points.**

**Electronic Grading:**

Students' scores for each of the above assessment areas will be posted on Canvas. It is the student's responsibility to view their scores in order to keep informed on their individual progress in this course.

**Proposed Grading Scale:** (subject to change by instructor)

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