



## **KINE 3117 Competency in Motor Skills**

**Fall 2017**

**College of Health Sciences**

**Department of Kinesiology**

**Instructor:** Randall Walton, MS, CSCS, USAW-CC, USATF L1  
HKC 221  
P.O. Box 2176/SHSU  
Huntsville, Texas 77341  
(936) 294-2646  
[randall.walton@shsu.edu](mailto:randall.walton@shsu.edu)

**Office hours:** By appointment

**Day and time the class meets:** TR 12:30pm – 1:50pm

**Location of class:** HKC 237 (on tennis courts or basketball gym usually)

**Course Description:** The purpose of the course is designed to equip prospective physical education teachers with the motor skill competencies necessary to teach physical education in EC12 schools. Prospective physical education teachers will be assessed on skills in tennis, volleyball, soccer and Fitnessgram.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Important:** Gaining factual knowledge (terminology, classifications, methods, trends)

**Important:** Acquire skills in working with others as a member of a team

**Textbooks:** None

### **Course Content:**

Develop skills to play each sport

Assess components of the Fitnessgram – Pacer, 90 degree push-up, back save sit & reach Assess skills related to Tennis, Volleyball and Soccer

### **Course Format:**

The content of this course is delivered in a volleyball gym, soccer fields and tennis courts with Blackboard serving as an ancillary resource. Instructional strategies used in this course will include lecture, activities and games, movement, and assessment. The instructor's main objective is to facilitate competency in movement for sports in all students.

## Course Evaluation:

The course evaluation will be based on written tests and assignment(s), attendance and participation. Tests will be mostly multiple choices. The approximate breakdown for the components of the evaluation will be as follows:

- Volleyball Skill Tests : Pass or Fail
- Overhead Pass
- Forearm Pass
- Spiking
- Overhand Serve
- Tennis Skills Test : Pass or Fail
- Forehand
- Backhand
- Serve
- Playing Ability
- Soccer Skills Test: Pass or Fail
- Attacking Skills
- Defending Skills
- Goal Keeping Skills
- Fitnessgram : Pass or Fail

## Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"><li>• <u>State Standards</u></li><li>• <i>Specialty Organization Standards</i></li><li>• <u>Conceptual Framework #</u></li></ul>
The student will demonstrate different types of volleyball skills; forearm passing, overhead passing, spiking, overhead serving	Practice drills & techniques specific to each skill	Skills Test	<i>Pass with Acceptable in all skill areas</i>

The student will demonstrate different types of soccer skills; attacking skills, defending skills, goal keeping skills; dribbling, passing, shooting, marking, tackling, heading, stopping and ball return.	Practice drills & techniques specific to each skill Learn Proper Techniques  Practice Drills to Learn Techniques  Practice by repetition of the different types of racquetball, badminton & tennis shots.  Playing a game versus another student.	Skills Test	<i>Pass with Acceptable in all skill areas</i>
The student will demonstrate different types of tennis skills; forehand, backhand, volley, serving, playing ability.	Practice drills & techniques specific to each skill	Skills Test	<i>Pass with Acceptable in all skill areas</i>
Students will exhibit fitness in body composition, cardiovascular endurance, muscular strength & endurance, flexibility	Participate in physical activity and exercises.	Fitnessgram	<i>Pass by scoring in the Healthy Fitness zone in 2 out of 4 tests.</i>

### Course Requirements:

1. Attendance. Attendance is mandatory. Roll will be called. **Accumulation of more than two absences may result in a lower grade** (e.g., 3 absences may result in a reduction of one letter grade, 4 absences may result in a reduction of two letter grades, 5 absences may result in a failing grade). Students are expected to be in class on time. You are late if your name has already been called when checking attendance. If you are late more than **15 minutes** from the start of class, you should refrain from entering the classroom. **Being late twice will be considered as an absence.** Should you miss any classes, you alone are responsible for all material covered. The class starts at 10:00 am and ends at 10:50 am. To be counted present in class, you must be in attendance for the entire class time.
2. Professionalism/Participation. It is expected that students be active, enthusiastic, and collegial participants during the semester.
3. Examinations and Assignments. Skills Test will be administered only on the specified dates. No make-up exams are administered; however, the professor reserves the right to give make-up exams because of unforeseen valid emergencies which can be officially documented in writing. **Make-up work is only allowed upon presentation of medical or legal evidence.** In this case, the work needs to be done upon returning to class.
4. Class in Gym. Classes in the gym require prior preparation and proper attire (e.g., tennis shoes, sweat pants, khakis, collar shirt and/or Sam Houston State University T-shirt). **Proper attire is expected. The following is considered inappropriate attire: sandals, boots, midriff, cargo shorts, jeans, tank-tops, cut-off shorts/jeans, cut-off shirts, and baseball caps. No gums, no cell phones, no baseball caps.**

5. Class Behavior: Disruptive behavior will result in the student being asked to leave the classroom. **This will be counted as an absence.** A second violation and the student will be dropped from the class. **Baseball caps are not to be worn during class. Leaving the classroom or gym during group work is unacceptable. Your peers count on your contributions and active participation.**
6. Electronic devices. **Devices, including cell phones, which produce noise or are otherwise distracting, are not to be operated during classes.** If you are caught using your cell phone in class you will receive a warning. The second time you are caught using your cell phone in class, you will be asked to leave the classroom. The third violation and you will be asked to drop the class. Cell Phone Policy Sam Houston State University Academic Policy Statement 100728.
7. Sexual Harassment. In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in the course must conform to the university policy.
8. Drop/add/withdraw. It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade.
9. Syllabus subject to change. While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.
10. Email Etiquette. When communicating with me via email, you **must** follow the etiquette below; otherwise I reserve the right of not replying to your email.
  - Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help me prioritize reading your email.
  - Just like a written letter, be sure to open your email with a greeting like Dear Dr. Smith:
  - **Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS. Stay away from abbreviations and do not use emojis (those little smiley faces).**
  - Write clear, short paragraphs and be direct and to the point; I consider your email communication as business.
  - Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)
11. Procedures in Cases of Academic Dishonesty (AP 810213)

Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of student misconduct, as defined in paragraph 5.2, Chapter VI of the Rules and Regulations, Board of Regents, The Texas State University System, and Sam Houston State University Student Guidelines, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action. Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

Academic Honesty:

Academic honesty is expected in all work. Ignorance is not an excuse. Penalties will include 0 points for the assignment or exam and loss of any extra credit opportunities. First instance will result in a 0 on the assignment and the incident being noted. Second instance will result in failing the class, and both incidents will be reported. Remember that self-plagiarism (using something you did) is also considered academic dishonesty.

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the Rules and Regulations, Board of Regents, The Texas State University System, and Sam Houston State University Student Guidelines published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

(6) Bribing another person to obtain an unadministered test or information about an unadministered test.

(7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

"Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student's curriculum. As a result, the Department of Health and Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course."

#### Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

12. Student Absences on Religious Holidays Policy: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from

attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:  
[http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf).

13. ***STUDENTS WITH DISABILITIES POLICY:*** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>
14. ***Visitors in the classroom:*** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.



## NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

## The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2) Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

## SHSU Dispositions and Diversity Proficiencies

1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)



2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2) 3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

### **College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Program specific URL address for NASPE *standards*:

<http://www.aahperd.org/naspe/grants/accreditation/NCATE.cfm>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>