

ESS 342: Teaching Motor Skills to Preschool Children
Fall, 2005 (Tuesday/Thursday, 9:30-10:45)

Instructor Information:

Tammy Schilling
270 HHP Building
Office Hours: TBA
Phone: 334-3025
E-mail: taschill@uncg.edu

Purpose: This course focuses on helping students learn to devise and implement developmentally appropriate movement experiences for children, ages 2-6 years (with a focus on preschoolers). Students are helped to take increasingly greater responsibility for designing and teaching movement activities to groups of children.

Required Text: McCall, R. M., & Craft, D. H. (2000). *Moving with a purpose: Developing programs for preschoolers of all abilities*. Champaign, IL: Human Kinetics.

Readings on Blackboard:

Graham, G., Holt/Hale, S. A., & Parker, M. (2004). *Children moving*. Boston: McGraw Hill.
Chapter 2: The Skill Theme Approach
Chapter 3: Skill Themes, Movement Concepts, and the *National Standards*

Other requirements: Since we will be working with home-schooled children this semester and out in schools next semester, you will need to purchase liability insurance through UNCG. The cost is \$15/person and provides coverage across both semesters.

Teachers Academy Conceptual Framework Mission Statement

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

Learning Outcomes:

Upon completion of this course, the student will be able to:

1. Recognize the need for movement in the lives of all children, including those who are developing “normally” and those with special needs.
2. Recognize the need for children to participate in learning experiences designed to enhance their motor development during outdoor play, in the classroom, and at home.
3. Learn to evaluate the developmental level of children as perform fundamental motor skills.
4. Help children improve their movement skills during outdoor play and in the classroom by designing developmentally appropriate motor activities. These activities will be consistent with current research in motor control and development (e.g., effect of environmental constraints like equipment size, weight, background).
5. Take increasingly greater responsibility for planning, implementing, and evaluating developmentally appropriate movement activities for children.

Course Evaluation:

Literature Project	10%
Skill Assessment	10%
Playground Assessment	10%
Midterm Exam	20%
Lesson Planning/Teaching/Reflection	50%

Attendance Standards

Class attendance is very important to your learning in this course, and it is expected that you will make every effort to be in class every day. In short, be here and come prepared. ***If you have more than 3 unexcused absences, you will be dropped from the class.***

Preparation Standards

- Classes will be highly interactive and each individual's preparation and participation is vital to the success of this class. If you aren't prepared, you not only hinder your own learning but that of the entire group. You need to read the assignments, be prepared for discussion, and dress appropriately for class activities.
- Late work will not be accepted.
- All written work submitted for this course must be typed (unless otherwise noted). Additionally, it is expected that all work will be carefully and professionally prepared and proofed for grammar and spelling. This relates to e-mail messages as well. You need to proof your messages to me or any other professor. Think through what you are trying to convey to the recipient of your e-mail. Do not just write something down randomly and send it without checking spelling, grammar, tone, and appropriateness.

- Throughout this semester, you will be visiting and volunteering at various school sites. Remember that you are representing yourself, your program and our department, UNCG, and all early childhood educators. You must wear UNCG attire to the school sites and follow the required check-in procedures. You are expected to arrive promptly, dress and act appropriately, fulfill your duties responsibly, and be respectful to all students, teachers, and school personnel. Treating any child poorly or unfairly will not be tolerated. You need to be careful about how and what you communicate. No matter what you think, someone is likely to hear your comments or read your body language and be unappreciative of what you are communicating. Lack of professionalism in any circumstance during this semester is unacceptable and will be dealt with accordingly.
- You should not have your cell phone out in class or when we are in schools. It is not appropriate to check your phone while you are involved in class. If there are extenuating circumstances (e.g., family emergency) and you need to have your phone, please discuss that with me prior to class.
- Take responsibility for decisions you make and consequences of your actions. Be on time and be dependable. You are a fellow teaching professional and will be treated as one in this class.
- Be confident but humble. Embrace your potential and take initiative. You will have numerous opportunities this semester to learn about teaching and become a better teacher. The only person who can hold you back is yourself.

Ethical Standards

The UNCG Academic Integrity Policy will guide all work in this course. Students are expected to read and understand the policy. Violations of the Academic Integrity Policy will be reported to the Vice Chancellor.

Important Dates

August 19	Last day to change courses
October 7	Last day to drop course without academic penalty
December 1	Last class
December 8	Final exam – 8-11:00

**Tentative Schedule – 1st month
Fall 2005

**Note: This schedule is subject to change. You need to stay up with the readings even if we get behind. It's better to be prepared in advance, just in case.

DATE	ACTIVITY	READINGS/ASSIGN.
August		
16	Introduction to class	
18	Motor development/Importance of activity for children	MWAP 1-3
23	Activity Day	
25	Developmental levels	MWAP 4-6
30	Activity Day	
September		
1	Developmental sequences and curriculum models in PE	MWAP 7-8, 10
6	Activity Day	MWAP 11-15 (come with questions if have them)
8	Skill themes/movement concepts	Graham, Ch. 2-3 Blackboard
13	Activity Day	
15	Playground assignment	