

Course Syllabus Spring 2006

1. **Course Prefix and Number:** ESS 316
2. **Course Title:** Children's Educational Gymnastics
3. **Credits:** 1
4. **For Whom Planned:** This course is planned for ESS majors; open to elementary education majors with permission of instructor.
5. **Instructor Information:**
Tammy Schilling
270 HHP Building
Phone: 334-3025
E-mail: taschill@uncg.edu
Office Hours: TBA
By appointment
6. **Catalog Description:** Performance and analysis of gymnastics skills appropriate for children.
7. **Learning Outcomes:**
 1. Know the aims/objectives of educational gymnastics and basic characteristics of the teaching/learning process associated with this form of gymnastics.
 2. Perform effectively and aesthetically selected basic gymnastics skills associated with the introductory movement themes of (a) locomotion and stillness; (b) weight bearing/balancing; and (c) weight transference taught as single skills and sequences of skills and explored by using selected aspects of (a) time: changes in speed, (b) space awareness: changes in levels/directions, (c) space relationship: close to/far from, in front/behind, under/over, (d) body shape: stretch, curl, twist, (e) symmetry/asymmetry, and (f) aesthetic principles: contrast, imaginative, harmony.
 3. Seek continuous improvement in the performance of the "11 critical gymnastics skills." These include: 5 basic jumps, sideways roll, hand balance/body curled, shoulder balance, head/hand balance, basic sequence of jump/land/roll, forward roll/shoulder roll, backward roll/shoulder roll, hand balance/body extended, cartwheel, and jump for height.
 4. Know the basic progressions for each of the critical gymnastics skills and when they can be first introduced and further refined within the three major gymnastics themes of locomotion/stillness, weight bearing/balancing, and weight transference.
 5. Analyze factors that affect safe performance in an educational gymnastics setting at all times.
8. **Teaching Strategies:** This class will involve some lecture followed by performance of single and combinations of gymnastics skills. Students will be participating and working with home schooled children multiple sessions throughout the semester.
9. **Evaluation Methods and Guidelines for Assignments:**
Your final grade will be based on the following components:
Attendance/Participation (SLO 2, 3) 10%
Video #1 (practical and written) (SLO 2, 3) 30%
Video #2 (practical) (SLO 2, 3) 30%
Assignments (SLO 1, 4, 5, 6) 20%
Professionalism in working with children/ 10%

Easter event preparation and implementation (SLO 1, 5)

10. Required Text:

Graham, G., Holt/Hale, S.A., & Parker, M. (2001). *Children moving: A reflective approach to teaching physical education*. Mountain View, CA: Mayfield Publishing Co.

Selected readings on e-reserve from:

Allison, P.C., & Barrett, K. R. (2000). *Constructing children's physical education experiences: Understanding the content for teaching*. Boston: Allyn and Bacon.

Part A – pp. 153-179

Part B – pp. 180-205

Part C – pp. 206-230

- 11. Attendance Policy:** As this course is designed around a strong participatory orientation, continuous attendance is critical. You will be practicing and performing gymnastics sequences with other students, so you need to be in class every day. This aspect of the course will consist of 10% of your final grade and will be determined in the following manner: 100 points = 0-1 absences; 96 points = 2 absences; 92 points = 3 absences; 84 points = 4 absences; 74 points = 5 absences. If you have more than 5 absences, you will be dropped from the course. Three tardies count as one absence. **Active participation and professionalism is required; points may be deducted for unsatisfactory work or effort during class.**

12. Additional Policies:

1. As we will be working with home-schooled children across the semester, you need to be conscientious on how you respond to the activities and in your interactions with the students. Success of the class will largely depend on your openness to learning more about gymnastics and about the different responses among the home-schooled participants.
2. All assignments are due at the beginning of each class. Late assignments will not be accepted.
3. No extra credit assignments are provided.
4. Disability accommodations will be made for students who have an official letter from the office of student disabilities.
5. All written work for this course must be typed (unless otherwise noted) and proofed carefully for grammar and spelling.
6. The dress code policy will be discussed in class.

13. Tentative Schedule

Date Activity Readings/Assignments

Jan. 10 Intro. to class

Jan. 12 Alternative activities

Jan. 17 Alternative activities

Jan. 19 Traveling/jumping **Allison and Barrett** - pp. 153-174, 212-215, 229-230

Graham - Chapters 19 (Traveling), 21 (Jumping and Landing)

Jan. 24 HS Alternative activities

Jan. 26 TBA

Jan. 31 HS Traveling/Jumping

Feb. 2 Sideways/pencil/log rolls

Informal sequences

Allison and Barrett - 161, 186-188, 214-215, 192-206

Graham - pp. 413-420 (begins with *Levels of Skill Proficiency in Rolling* up to *Rolling Forward* in Chapter 23: Transferring weight and rolling)

Feb. 7 HS Rolls/simple sequences
Feb. 9 Weight bearing/balancing
Allison and Barrett - pp. 174-185,
215-219, 226-227
Graham – Ch. 22 (Balancing)
Feb. 14 HS Weight bearing/balancing
Feb. 16 Assignment of Video #1
Practice for Video #1
Feb. 21, 23 Practice for Video #1
Weight transference as single
skills
Allison and Barrett - pp. 192-206
Feb. 28 HS Weight transference as single
skills
Allison and Barrett – pp. 185-192,
219-226, 227-228
Graham – Ch. 23 (Transferring
weight and rolling)
March 2 **Video Assessment #1**
March 7, 9 NO CLASS
March 14 HS Weight transference as single
skills
Same as above
March 16 Weight transference in
combination
Same as above
March 21 HS – Easter Event
March 23 Weight transference in
combination
Assignment of Video #2
Same as above
Allison and Barrett - pp. 192-206
(sequences)
March 28 HS Weight transference in
combination
March 30 Practice for Video #2 –
Partner/small group
April 4 HS Sequences
Spring 2006
April 6 Practice for Video # 2 – Large
group
April 11 Practice for Video # 2 – Large
group
April 13 Practice for Video # 2 – Large
group
April 18 HS Sequences
April 20 **Video Assessment # 2 – Large
group**
April 25 HS – Final Day/Sequence
Performance
April 27 Practice for Video # 2-
Partner/Small group
May 2 **Video Assessment # 2 –
Partner/Small group**
May 9 (Tues.) **Final Exam Time – 3:30-6:30**