



SUL ROSS
KINESIOLOGY DEPARTMENT

KES 2313

Principles of Elementary P.E.

Fall 2024 – Online Format

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Lecturer in Kinesiology

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Office Hours: Wed 12:30-1pm, Thur/Fri 10-12pm, or by appointment
Required Text: Title: Graham, G., Holt/Hale, & Parker, M., Hall, T., & Patton, K. (2019).
Children Moving: A Reflective Approach to Teaching Physical Education.
(10th ed.). New York: McGraw Hill.

Purpose of the Course

The course will be specifically oriented toward developing: 1) an understanding of the characteristics and needs of young children, 2) appropriate physical education curriculum, and 3) teaching skills in elementary physical education. A secondary purpose of the course is to enable students to be able to work functionally and responsibly as a group.

A portion of the course will be conducted in local elementary schools. Continuous opportunities to observe children in physical education and non-physical education setting will be provided as well as opportunities to work directly with children in these setting on a continuous basis. This course will provide the opportunity to teach small groups of elementary school children, while this course is designed to provide the tools necessary to be able to teach effectively.

Student Learning Outcomes:

This course is designed to help students achieve the following objectives:

Each student will be able to:

1. Identify the cognitive, social and psychomotor stages of development for elementary school students.
2. Identify appropriate physical education content for the elementary school children based on knowledge of child development.
3. Plan and conduct a sequence of lessons (mini-unit) with a group of elementary students that results in student learning of cognitive, psychomotor and personal-social objectives.
4. Analyze the social, emotional and movement demands made upon children in conditions associated with selected games, dance and gymnastics activities.
5. Choose and implement appropriate lesson objectives and content based on the needs of a particular group of children.
6. Choose and implement appropriate instructional strategies for desired general and specific goals of physical education and education.
7. Evaluate the psychomotor, cognitive and personal-social responses of students with respect to the desired outcomes.
8. Recognize and begin to develop personal managerial skills that contribute to a productive learning environment in physical education.

Course Description

An online formatted k-12 Physical Education course for future teachers or coaches designed to ready students to plot an entire grade-based curriculum, familiarize themselves with TEKS, and implement lesson plans with goals and objectives effectively.

Standard 1-5

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Course: Marketable Skills

The following marketable skills are achieved in this course:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Collaboration: Emphasis on professional etiquette through group activities/CPR work

Style Of Teaching:

The objectives of this course will be met through an integrated teaching style that will include online presentations and discussion boards. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. This an online course that utilizes the online platform blackboard and McGraw Hill Connect. No assignments shall be accepted via email and all assignments shall be turned in on blackboard or during class.

Attendance

Attendance for class is mandatory. Every class day is a grade. You will receive 100% credit for being on time, 75% credit for being tardy. One letter grade will be deducted for every absence after four (4). Excused absences will be on a case by case basis.

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per above policy.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. LearnSmart readings must be completed by the due date for credit – no late work will be accepted.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Outcome Measure	Points Per Item	Number of Items	Available Points	Percentage of Grade
Connect\Smartbook Chapter Readings	10	33	330	33%
Attendance/ Participation			100	10%

Mid Term	100	1	100	10%
Homework Assignments	25	6	150	15%
Unit Tests	50	2	100	10%
Final	150	1	150	15%
Total/Final Grade*	-	-	930	100%

*Letter Grading as per SRSU policy will be used in this course.

Be sure to complete all assignments by the due date.

Late assignments will not be accepted.

COURSE REQUIREMENTS

I. Chapter Readings (e.g. SmartBook via Connect). 33 units. 33% of your grade.

II. Attendance/Participation. Participate equate to 10% of your grade for the semester.

III. Homework assignments. Six (6) available; will vary in difficulty and be in class and through distance IV. **UNIT TEST.** Two tests will be given. 10% of your grade

UNIVERSITY POLICIES

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Regarding Artificial Intelligence:

The Sul Ross State University Kinesiology Department is committed to upholding the highest standards of academic integrity and excellence. As artificial intelligence (AI) tools become increasingly accessible, we recognize their potential as valuable resources for learning and innovation. However, it is imperative that students use AI tools ethically and responsibly. The improper use of AI in assignments, including but not limited to, generating content without proper attribution, submitting AI-generated work as one's own, or using AI tools to circumvent the learning process, constitutes academic dishonesty. Such actions undermine the educational goals of our programs and violate the University's Code of Conduct.

Students found to be improperly using AI for assignments may face severe consequences, including but not limited to receiving a failing grade for the assignment or course. Additionally, such violations will be referred to the Dean of Students Office for further disciplinary action, which may include probation, suspension, or expulsion from the University.

We encourage students to seek guidance from their instructors if they have any questions about the appropriate use of AI in their coursework. Our department is committed to fostering an environment of integrity, where students can achieve their academic and professional goals through honest and meaningful engagement with their studies.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu