Instructor:

E-Mail:

Phone:  

Office Hours:

**WCU Theme: “Going the Extra Mile” Matt. 5:41**

**Vision:** “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare **confident, caring, and reflective** educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced
The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.

Mission Statement:

The mission of the Physical Education Department at William Carey University is to provide a professional education program within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service.

Program Philosophy:

The Physical Education Program at William Carey University strives to provide the curriculum and instruction necessary to empower students with the knowledge needed to become marketable in the field of physical education and to use this knowledge to contribute to a healthy lifestyle for themselves, their families, and those who they may influence.

Program Goals:

It is the goal of the University’s Physical Education Program to align curriculum with all standards necessary to meet accreditation; to provide students with proper guidance in meeting standards necessary for teacher licensure and/or degree requirements; and to provide a caring Christian atmosphere in the department.

Course Description:

This course is designed to prepare the prospective physical education or elementary education major to have a greater knowledge of motor development and movement patterns in elementary children.

Catalog Description:
The development and refinement of skillful performance in gymnastics, rhythms, and games. (3 hours)

**Mandatory Text:** Human Motor Development: A Lifespan Approach, Eighth Edition; Payne & Isaacs; McGraw Hill

**Course Objectives:**

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

1. Define human development and human motor development. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

2. Define common terms in the study of human motor development. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

3. Explain the concepts of development, maturation, and growth, and describe the elements of developmental change. (WCU 1; Confident, CF 1, 2, 4; EG 1, 2; INTASC 1, 4, 8; NASPE 1, 4)

4. Describe physical changes across the lifespan. (WCU 1; Confident, CF 1, 2, 4; EG 1, 2; INTASC 1, 4, 8; NASPE 1, 4)

5. Define fine motor development. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

6. Define various terms for age periods throughout the lifespan. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

7. Define various stages of human development. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

9. Identify locomotion skills of childhood. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

10. Identify fundamental object-control skills of childhood. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

11. Identify developmental motor delays. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

12. Identify ways to assess motor development. (WCU 1; Confident, CF 1, 4; EG 2; INTASC 1, 4; NASPE 1)

**Teaching Techniques/Methods:**

Refer to class schedule.
Grading:

A  93-100
B  86-92
C  76-85
D  70-75
F  Below 70

Evaluation Methods:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1 Quiz (20 questions/45 minutes to take)</td>
<td>7 points</td>
</tr>
<tr>
<td>Chapter 7 Quiz (20 questions/45 minutes to take)</td>
<td>7 points</td>
</tr>
<tr>
<td>Chapter 12 Quiz (20 questions/45 minutes to take)</td>
<td>7 points</td>
</tr>
<tr>
<td>Chapter 13 Quiz (20 questions/45 minutes to take)</td>
<td>7 points</td>
</tr>
<tr>
<td>Chapter 14 Quiz (20 questions/45 minutes to take)</td>
<td>7 points</td>
</tr>
<tr>
<td>Chapter 16 Quiz (20 questions/45 minutes to take)</td>
<td>7 points</td>
</tr>
<tr>
<td>Chapter 18 Quiz (20 questions/45 minutes to take)</td>
<td>7 points</td>
</tr>
<tr>
<td>Discussion Board 1</td>
<td>3 points</td>
</tr>
<tr>
<td>Discussion Board 2</td>
<td>3 points</td>
</tr>
<tr>
<td>Discussion Board 3</td>
<td>3 points</td>
</tr>
<tr>
<td>Discussion Board 4</td>
<td>3 points</td>
</tr>
<tr>
<td>Discussion Board 5</td>
<td>3 points</td>
</tr>
<tr>
<td>Discussion Board 6</td>
<td>3 points</td>
</tr>
<tr>
<td>Creative Rhythms Lesson - (WCU 1; Confident, CF 1, 5; EG 1; InTASC 4; NASPE 1)</td>
<td>15 points</td>
</tr>
<tr>
<td>Comprehensive Final (35 questions/65 minutes to take)</td>
<td>18 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Attendance:

Uploading assignments to D2L on the due date constitutes your attendance for that week. No credit is to be received if more than 2 full classes are missed. **Assignments will not be accepted late.**
Plagiarism

In education the writing style required is that of the American Psychological Association (APA). According to the APA Manual, psychologists do not present substantial portions or elements of another’s work or data as their own, even if the other work or data source is cited occasionally. The manual has much to say about plagiarism. In the fifth edition, this information can be found from page 348 through page 353. One will benefit from reading this information.

The following are key points:

- **DO NOT PLAGIARIZE**
- Before writing one should read the article and write a summary of the article.
- When summarizing an article, refrain from looking at the article.
- Claiming to “not know you were plagiarizing” is not an acceptable defense.
- If help is needed one should come see me before there is an issue.
- Consequences of plagiarism are severe and could jeopardize your career as a student.

Penalties

<table>
<thead>
<tr>
<th>Type of Offense</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating on exam or assignment</td>
<td>Highest failing grade on exam or assignment</td>
<td>Grade of zero for the exam or assignment</td>
<td>Fail course and refer to honor board</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>1. Refer to library for research and plagiarism tutorial 2. Redo / correct paper with penalty of one letter grade</td>
<td>Grade of zero for the paper</td>
<td>Fail course and refer to honor board</td>
</tr>
<tr>
<td>Fabrication</td>
<td>Highest failing grade on assignment</td>
<td>Grade of zero on assignment</td>
<td>Fail course and refer to honor board</td>
</tr>
</tbody>
</table>

For offenses of misrepresentation, unauthorized access, and facilitation, the student will be referred to the honor board.
AMERICANS WITH DISABILITIES ACT

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mrs. Valerie Bridgeforth at 601-318-6188. Mrs. Bridgeforth is located in the Student Services Office in Lawrence Hall.

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offence. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs; students, faculty, and /or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offence, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Lance.

CATASTROPHIC EVENT PLAN

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the University’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.
The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

<table>
<thead>
<tr>
<th>Mission</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| William Carey University Expanded Statement of Mission | WCU 1- Provide academic programs to promote student learning.  

  WCU 2-Promote Christian development and social responsibility.  

  WCU 3-Strengthen ties with Baptist churches, associations, and conventions.  

  WCU 4-Provide an environment that supports student learning.  

  WCU 5-Strengthen organizational and operational effectiveness.  

  WCU 6-Strengthen financial resources. |
| School of Education Conceptual Framework and Outcomes | CF-Confident, Caring, and Reflective Professional Educators  

  CF 1-An innovative thinker  

  CF 2-An effective communicator  

  CF 3-An advocate for diverse learners  

  CF 4-An integrator of technology |
| School of Education Goals | EG 1-Apply current research and technology related to the teaching-learning-assessment process.  
| EG 2-Respond sensitively to individual differences and diversity.  
| EG 3-Understand and anticipate the needs of a global society.  
| EG 4-Plan and implement learning experiences that support the highest level of student potential.  
| EG 5-Continue to reflect, refine, and revise professional practices.  
| EG 6-Collaborate with others to promote learning.  |
| Interstate Teacher Assessment and Support Consortium (InTASC) Standards | 1-Learner Development  
| 2-Learner Differences  
| 3-Learning Environment  
| 4-Content Knowledge  
| 5-Application of Content  
| 6-Assessment  
| 7-Planning for Instruction  
| 8-Instructional Strategies  
| 9-Professional Learning and Ethical Practice  
| 10-Leadership and Collaboration |
| Learned Societies (SPA) | Association of Childhood Education International (ACEI)  
| Council for Exceptional Children (CEC)  
| Educational Leadership Constituency Council (ELCC)  
| National Association for Sport and Physical Education (NASPE)  
| National Association for the Gifted Child (NAGC)  
<p>| National Council for Social Studies (NCSS) |</p>
<table>
<thead>
<tr>
<th>Professional dispositions</th>
<th>All WCU candidates will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;</td>
</tr>
<tr>
<td></td>
<td>2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;</td>
</tr>
<tr>
<td></td>
<td>3. Exhibit an awareness of all students’ needs;</td>
</tr>
<tr>
<td></td>
<td>4. Exhibit poise, mature reflection, and sound judgment;</td>
</tr>
<tr>
<td></td>
<td>5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and</td>
</tr>
<tr>
<td></td>
<td>6. Act as a steward of the profession.</td>
</tr>
</tbody>
</table>