

AHPR 456  
Theories and Techniques of Perceptual Motor  
Development Activities  
Spring 2009

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Meeting Time: TT 8:00 – 9:15

Meeting Location: B&E 138

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Office Hours: By appointment

I. Descriptive Information

AHPR 456, Theories and Techniques of Perceptual Motor Development Activities

“A study of the theories and the application of perceptual motor skills designed by children ages 3-8.” .....**USCA Bulletin**

The class is designed to present the areas of elementary school physical education and elementary school health education to Early Childhood Education majors in their professional program preparation for teacher certification in the state of South Carolina.

II. Course Goals and Objectives

A. The general goal of AHPR 456 is to develop early childhood education professionals who are strong advocates of the pk-3 physical education and health education programs. The typical classroom teacher will not be called upon to perform duties of the physical education specialist, but the classroom teacher can be, and should be, a powerful advocate of the physical education program.

B. Instructional Objectives

1. Explain the role of physical education in the elementary school curriculum and communicate its importance to students, parents and family, colleagues, and the community.
2. Identify content appropriate for inclusion in the elementary school physical education program.
3. Demonstrate understanding of structure and function of human movement and motor development by writing appropriate lesson plans.
4. Explain the implications of current research on effective teaching and effective schools for program planning and implementation.
5. Develop strategies for building self-esteem and confidence in school students.

6. Explain the implications of different economic, social, racial, ethnic, and religious groups upon physical education programs in terms of curriculum content, classroom management, and teaching strategies.
7. Explain how the results of current research on teacher characteristics impact upon teacher effectiveness in elementary school physical education.
8. Demonstrate knowledge of how to effectively communicate with students, parents, colleagues, and community persons.
9. Integrate movement activities and selected academic content.
10. Evaluate the level of motor skill development in children ages 3-8.
11. Plan, organize, administer, and evaluate safe and effective physical education programs and health education programs on the 3-8 ages level.

### III. Course Readings

- A. Graham, George; Holt/Hale, Shirley; and Parker, Melissa (2001). **Children Moving: A Reflective Approach to Teaching Physical Education**, 5th. Mountain View, California: Mayfield Publishing. NOT a required text!
- B. Selected professional journal articles identified in class.
- C. New information will be included throughout the semester as it is deemed valuable to the student's experience.

### IV. Instructional Procedures

Class methods will include lecture, discussion, problem solving, cooperative learning, and demonstration as well as student participation intellectually and physically. Students will be notified in advance of sessions during which they will be physically active.

### V. Course Requirements

#### A. Administrative Requirements

1. Attendance: Each student is expected to attend each class session. Failure to attend regularly places unnecessary stress upon the student and makes academic success less likely to occur. Each student is expected, upon missing a class, to find out what discussions were missed, what assignments were missed, and what responsibilities were missed. Being absent does not remove responsibility. If you know of an intended absence in advance, please let the instructor know as soon as possible. Any student

missing 25% of the class sessions will receive a grade of “F”. However, it is not suggested that one plan to miss 24% without incurring academic risk.

2. Assignment due dates: **Each effort should be submitted on time for full credit consideration.**
3. Disability: If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
4. Your instructor values good writing in this course. Please remember that the work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.
5. Honor Code: The USCA **Code of Academic Responsibility** will be followed in this class. Students should write the following Honor Code on **ALL** work submitted for evaluation:

“On my honor as a student of the University of South Carolina Aiken, I pledge that I have neither given nor received any unauthorized aid on this assignment/examination. To the best of my knowledge, I am not in violation of academic honesty.”

\_\_\_\_\_ (signature)

## B. Required Activities

1. Quizzes: Each student is expected to demonstrate his/her knowledge on each written quiz. Quizzes may contain both objective and subjective components. Materials will come from notes, handouts, and reading assignments. Unexcused absences will result in a 0 being recorded for the quiz. Please notify the instructor at the earliest possible time if a problem is foreseen or develops. The instructor will decide whether the reason is excused or unexcused.
2. Assignments: Each of the following assignments is required. Others may be added as appropriate.

3 daily lesson plans (Health/PE)  
5 Rainy Day Activities

Jump Rope For Heart  
Lummi Stick Routine

5 Academic Reinforcement Activities	Health observances
PE equipment construction	Evaluate video
Shield activity	Decision story
Stress energy profile	3 internet critiques (Health)
Healthy People 2010	3 internet critiques (Physical Ed.)
Halloween play/Vital statistics	

3. Final Exam: Comprehensive final exam will be administered during the prescribed time frame as published in the schedule of classes.

VI. Evaluation and Grading Scale

The final average will be calculated using the following formula:

	<u>Tentative dates</u>
Quizzes-----60%	-----10 Feb, 17 Mar, 16 Apr
Assignments-----25%	
Final Exam-----15%	

Final grade will be calculated using the following scale:

A-----90-100	C-----70-76
B+-----87-89	D+-----67-69
B-----80-86	D-----60-66
C+-----77-79	F-----0-59

VII. Bibliography

Selected journals and internet.

VIII. Course Schedule

Announced in class as class progresses and dependent upon students' characteristics.