

ROWAN UNIVERSITY CURRICULUM PROPOSAL

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PROPOSAL TITLE:
 Movement Fundamentals and Motor Learning

CHECK APPROPRIATE: UNDERGRADUATE GRADUATE SEMESTER HOURS

SPONSOR(S): James Burd, Department of Health and Exercise Science

DEPARTMENT/TELEPHONE # X4785

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

Step #1 (Department)	Step #2 (Receipt)	Step #3 (School)
<input checked="" type="checkbox"/> Approved (Date) <input type="checkbox"/> Not Approved (Date) <u>R. Toppenauer</u> Dept. Curriculum Chr. <u>Oct 97</u> Reviewed (Date) <u>James Burd</u> Dept. Chr.	Step #2 (Receipt) <u>SCC# 97-98-138</u> <u>10/24/97</u> Date Received Senate <u>R. Reeves</u> Senate Curriculum Chr.	Step #3 (School) Reviewed Date: <u>11/3/97</u> <input checked="" type="checkbox"/> Recommend to Approved <input type="checkbox"/> Recommend NOT to Approve Forward for Open Hearing: <input checked="" type="checkbox"/> WITHOUT Reservations <input type="checkbox"/> WITH Reservations: Comments: <u>no required changes</u> <u>J. M. ...</u> School Committee Chr.

Step #4 (Academic Dean): Recommended NOT Recommended Conditionally Recommended (See Comments)

Comments:

Dean Signature/Date: [Signature]

Step #5 (Senate Curriculum Committee): Open Hearing Date: 3-23-98 Approved by Curriculum Committee Date: 3-23-98

Returned to Sponsor(s) for the following reason:

Step #6 (Senate) Date announced/voted on at Senate 4/28 If voted on: Approved NOT Approved

Date forwarded to Executive Vice President/Provost _____

Senate Curriculum Committee chair Signature/Date: R. Reeves 5/11/98

Step #7 (Executive Vice President/Provost): Date Received

Nov 2 1998

Approved

NOT Approved If no, reasons are as follows:

Student Credit Hours _____

Faculty Load Hours _____

Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date) 5/20/98

Executive Vice President/Provost Signature *C. M. Johnson*

Registrar

Date Approved Course Description Received _____

Hegis Taxonomy and Course Number Assigned _____

Date/Signature of Registrar _____

Notification Forward:

_____ Senate Curriculum Committee Chairperson

_____ Department Chairpersons

_____ Academic Dean(s)

_____ Registrar

_____ Sponsor(s)

COURSE PROPOSAL

1. Details:

- a. Course Title: Movement Fundamentals and Motor Learning
- b. Sponsor: James J. Burd
- c. Credit Hours: (3)
- d. Course Level: undergraduate (sophomore)
- e. Prerequisites: none
- f. Implementation: September 1998 This course will be phased in with one section being offered each semester.
- g. Curricular Effect: Major requirement for the Teacher Certification Specialization. With the implementation of the block of new and revised courses a number of courses presently taught will be gradually phased out. These courses include Gymnastics, Organization and Administration and Elementary and Secondary School Curriculum and Instruction.
- h. Adequacies: Present full time staff is adequate. No additional resources or finances are required.
- i. Library Resources: It is recommended that the following textbooks be added to compliment the current holdings.

Beverly Nichols
Moving and Learning The Elementary School Physical Education Experience
Mosby ISBN0-8016-7770-x

Marlene Adrian & John Cooper
Biomechanics of Human Movement
Brown & Benchmark ISBN 0-697-16242-7

Ellen Kreighbaum & Katherine Barthels
Biomechanics A Qualitative Approach Fof Studying Human Movement
Allyn and Bacon ISBN 0-205-18651-3

2. **Rationale:** Fundamental Movement and Motor Learning is a core course that provides an overview of fundamental movement including bio-mechanical principles, motor learning, performance analysis and sports skill development. This class will furnish students with an understanding of how the body moves, how movement skills are learned, methods used to teach and refine motor skills and developmental activities appropriated for the classroom. This is a rigorous and important course that will help build the foundation for successful teaching of physical education in the elementary school.

3. **Essence of the Course:**

a. **Objectives:** By the completion of this course the student will be able to:

1. Develop an appreciation for the value of exposing children to effective instruction in fundamental movement.
2. List and describe locomotor, non-locomotor and manipulative fundamental movements.
3. Explore basic movement as it is influenced by time, space, force, range, directions, levels, pathways and mechanical principles or physical laws.
4. Write effective movement education lesson plans.
5. Demonstrate an understanding of the internal and external rhythmical stimuli of movement.
6. Demonstrate proficiency in intermediate levels of fundamental movement variations (chasse, hitchkick, basic ballet positions and movements, etc.).
7. Describe the mechanical principles that are important to fundamental movement.
8. Analyze the teaching behavior that will exert a positive effect on children and create a wholesome learning environment.
9. Describe basic principles of motor learning and discuss their implications for teaching elementary school children.
10. Demonstrate manipulative activities that will help develop coordination and perceptual qualities.
11. Discuss how throwing, catching and striking developmental activities will help develop basic sport skills.

b. Topical Outline:

- A. Fundamental movement overview
- B. Locomotor movements
 - Even - walk, run, leap, jump, hop
 - Uneven - skip, slide, gallop
- C. Know locomotor movements
 - Basic - bend, stretch, twist, turn, swing, sway
 - Combined - rise, lower, push, pull, dodge
- D. Mechanical principles of movement
- E. Movement education
 - What can I move
 - How do I move
 - Where can I move
 - How can I move better
 - Movement sequences
- F. Manipulatives
 - Fine motor skills - balancing, pushing, pulling, tossing and receiving objects
 - Basic ball skills - throwing, catching, striking
- G. Concepts of motor learning
 - Motivation
 - Whole-part learning
 - Transfer
 - Practice
 - Knowledge of results
 - Reinforcement
 - Retention
- H. Variations of fundamental movements
- I. Stunts and pretumbling activities individual, partner, group, equipment
- J. Practices of the master teacher

c. Instructional Techniques

- A. Lecture
- B. Demonstration
- C. Exploration
- D. Practice and drill
- E. Discussion
- F. Question and answer
- G. Reciprocal teaching
- H. Textbook readings
- I. Audiovisual aids
- J. Skill testing

d. Evaluation and Grading

1. Participation
2. Skill tests
3. Class presentations
4. Written assignments
5. Written examinations

e. Course Evaluation

1. Student evaluations
2. Peer Observations
3. Review by department curriculum committee

Movement Fundamentals and Motor Learning

0837.???

3 Semester Hours

Catalogue Description:

This course is designed to be an introductory course that includes the study of locomotor and non-locomotor patterns, manipulative, rhythmical movements patterns, and skill development as they relate to motor learning. These fundamental principles will be analyzed in terms of teaching elementary school children. Throughout this course the concept of providing challenging yet success assured learning experiences for skill development and the enhancement of self esteem will be consistently reinforced.