I. TITLE: Dance and Gymnastics

II. COURSE DESCRIPTION AND PREREQUISITE(S):
The course is designed to provide students with the skills necessary to participate in dance and gymnastics throughout their lifetime.
Prerequisite(s): none

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. As a result of participation in this course, students will
A. demonstrate minimal proficiency in basic skills of dance and gymnastics. (KTS #1; CHETL #5),
B. demonstrate minimal perceptive and analytical skills in relation to dance and gymnastics (KTS #7; CHETL #2),
C. exhibit rhythmical knowledge in relationship to dance (KTS #4; CHETL #3),
D. execute specific dance steps ( KTS #1; CHETL #5),
E. acquire knowledge of cultural and historical backgrounds of dance and gymnastics (KTS #1; CHETL #1, 5),
F. understand safety factors and spotting techniques imperative to teaching and performing gymnastics (KTS #4; CHETL #3),
G. understand and implement effective class organization (KTS #3; CHETL #1),
H. use creative thinking skills to develop novel/constructive ideas and movements (KTS #3; CHETL #1), and
I. write professionally for the field of health and physical education (KTS #1, CHETL #2).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on classroom settings, student characteristics, and student participation through peer observations.

The EPSB Theme of Diversity is explored in the course through the examination of the origins and development of various dances and the methods used to teach a diverse group of students.
Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:
A. Basic skills of social dance:
   1. cha-cha
   2. tango
   3. foxtrot
   4. waltz
   5. jitterbug
B. Square Dance
C. Folk Dance
D. Line Dance
E. Basic skills of gymnastics:
   1. Tumbling/floor exercise and partner stunts
   2. Safety factors will be emphasized during the time in which specific skills are introduced.
F. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
A. Activity sessions in dance and gymnastics as noted above.
B. Lecture sessions on the topics noted above.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: none

VII. TEXT(S) AND RESOURCES:
A. Gymnastics texts, Internet and gymnastics mat.
B. Additional resources: records, tapes, CDs, videotapes, personal property of instructor.

VIII. EVALUATION AND GRADING PROCEDURE:
Midterm Exam...............................................................20%
Final Exam.................................................................20%
(Content for written examinations will be taken from the class handouts and information presented in class.)

Assignments, skills test presentations and participation..........................60%
• cultural history of various dances ......................................(10%)
• historical development/safety precautions of gymnastics.....(10%)
• daily dance participation .................................................(20%)
• *final dance performance..............................................(20%)

Total .100%
After learning various social dances during class time, students will be paired and given time to develop a dance routine to the music *New York, New York*. Using a performance rubric, students will be assessed in the following categories: posture and hand holds, timing, use of Swing and Cha Cha steps, use of freestyle steps, dips, and spins, transitions between dances, and engagement with partner (Kentucky Core Content Programs of Study - Arts and Humanities, Skills and Concepts – Dance) and (Practical Living Skills - Health & Physical Education)

Grade determination based on the following percentage:
- 90-100% - A
- 80-89% - B
- 70-79% - C
- 60-69% - D
- 59-Below - E

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. Students will be allowed two (2) unexcused absences…choose them wisely. Being tardy to class two times is equal to one unexcused absence…do not be late for class. Three (3) UNEXCUSED absences will result in your final grade being reduced by one letter grade. For instance, if you have earned an “A” as a final grade, you will receive a “B.” Four (4) unexcused absences will result in a failing final grade. Students are responsible for making up any work missed while they are absent.

ABSOLUTELY NO CELL PHONES IN CLASS. USE OF A CELL PHONE IN CLASS WITHOUT INSTRUCTOR’S PERMISSION WILL RESULT IN ONE UNEXCUSED ABSENCE.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**
**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committee. Negative flags are carefully reviewed to make a determination as to whether a student
should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

Note: Instructor of PHE 306 reserves the right to make changes in the course activities and assignments as deemed necessary during the semester.