

KINS 142: PROFESSIONAL ACTIVITIES II - CREATIVE MOVEMENT AND DANCE

In Workflow

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Approval Path

1. Fri, 26 Apr 2019 02:01:52 GMT
Rodney Imamura (rimamura): Approved for KHS Committee Chair
2. Fri, 26 Apr 2019 22:48:41 GMT
Katherine Jamieson (katherine.jamieson): Approved for KHS Chair
3. Tue, 07 May 2019 23:14:58 GMT
Kisun Nam (knam): Approved for HHS College Committee Chair
4. Tue, 07 May 2019 23:17:01 GMT
Mary Maguire (maguirem): Approved for HHS Dean
5. Fri, 31 May 2019 21:05:35 GMT
212408496: Rollback to HHS Dean for Academic Services
6. Tue, 24 Sep 2019 18:36:36 GMT
Mary Maguire (maguirem): Approved for HHS Dean

Date Submitted: Sat, 02 Mar 2019 06:24:04 GMT

Viewing: KINS 142 : Professional Activities II - Creative Movement and Dance

Last edit: Thu, 26 Sep 2019 16:06:09 GMT

Changes proposed by: Julie Kuehl-Kitchen (101050192)

Contact(s):

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Catalog Title:

Professional Activities II - Creative Movement and Dance

Class Schedule Title:

ProActII-CreativeMvmt&Dance

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Kinesiology and Health Science

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2020 (2020/2021 Catalog)

Subject Area: (prefix)

KINS - Kinesiology

Catalog Number: (course number)

142

Course ID: (For administrative use only.)

171616

Units:

3

In what term(s) will this course typically be offered?

Spring term only

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This proposal was submitted in order to get the prerequisite enforced at registration. This course originally had KINS 138 as a prerequisite, but over time it has disappeared.

It is necessary for this course to have the KINS 138 prerequisite because in addition to a full class peer-teaching experience, it includes a public school teaching experience where KINS 142 students will be responsible for a 35 minute instructional episode of a full Kindergarten through 8th grade class. It is necessary for students to take the KINS 138 (Strategies in Teaching Physical Education - to be renamed Sport Pedagogy) to adequately prepare them for this experience.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Students will develop an understanding of the content specific to the design and delivery of educational gymnastics and rhythm/dance activities in a K-12 setting. Gymnastics components include: skills, appropriate progressions, spotting techniques, safety and methods of organization. Rhythm and dance will include basic locomotive skill development; basic rhythm activities; and contemporary, line, square, round, contra, folk, country and Western and social/ballroom dance. Historical and multicultural concepts related to dance are also included.

Are one or more field trips required with this course?

Yes

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

KINS 138

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Activity

Lecture

Activity Classification

CS#11 - Kinesiology and Recreation Activity (K-factor=1.3 WTU per unit)

Activity Units

1

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

2

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

The student will be able to:

- A. Recognize and define underlying beat, accent, measure, meter, tempo, and rhythmic pattern and create/perform a group rhythm routine,
- B. Demonstrate the ability to start a dance at the beginning of a measure, move to the beat of various songs and respond to changes in tempo,
- C. Accurately perform basic locomotor skills and skill combinations while traveling in different directions on various pathways and at different tempo.
- D. Demonstrate the correct posture, dance position, style and footwork specific to each dance while performing required routines.
- E. Accept and appreciate differences among people in a dance environment by choosing different partners, treating others with respect and helping those who may appear less skills or less experienced in dance.
- F. Respect diversity and celebrate similarity in the global community by focusing on the unique yet similar characteristics of world cultures through the medium of dance.
- G. Demonstrate knowledge and understanding of the historical context of dance in various cultures.
- H. Plan and teach basic rhythm activities, locomotor skills and/or dance to one's peers and to children and/or young adults in a school setting.
- I. Establish a positive, productive, cooperative and emotionally safe learning environment for teaching dance in the school setting.
- J. Utilize at least two different teaching styles while teaching basic dance in a secondary school setting.
- K. Utilize the Internet to learn dances and/or to discover community dance lessons, programs and/or dance products.
- L. Choose an appropriate social dance for a specific musical selection and/or choose appropriate music for a specific social dance.
- M. Display cooperation, courtesy and proper etiquette in any social situation that involves dance.
- N. Experience the social, psychological and health-related fitness benefits associated with dance.
- O. Participate in community dance activities and events for one or more forms of dance.
- P. Compile and maintain an organized, professional appealing dance notebook.
- Q. Enjoy dancing throughout life as a result of confidence gained through enhanced skill competence.
- R. Gain knowledge of the history of gymnastics, purposes and values, terminology, principles of safety, proper instructional equipment, assessment, spotting, skill progressions, and skill analysis.

- S. Learn how to provide developmentally appropriate gymnastics for K-12 level.
- T. Develop effective techniques for class organization for the practice of gymnastics.
- U. Practice skill analysis and spotting while working with others.
- V. Perform routines on the gymnastic events.
- W. Construct and teach a lesson plan for a gymnastics class

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

20% Dance Peer Teaching Experience

Each student will be responsible for teaching one dance lesson to classmates. The lesson will be video recorded in order for you to assess your skill and teaching abilities. Students must provide a new, blank 2 GB USB flashdrive. Students must also dress professional, which includes a collared shirt. This experience will include a reflection component and utilization of systematic observations and will be worth 20%.

20% Rhythm & Dance AND Educational Gymnastics Notebooks

Students will be required to compile and maintain a notebook for both the dance and gymnastics content according to the criteria detailed on a separate handout. The Rhythm and Dance notebook is VERY EXTENSIVE and All-Inclusive and will be worth 15%. The gymnastics notebook will be worth 5%.

10% Written Exam

The comprehensive final will be worth 10%. The questions on the exam can consist of true or false, short answer, multiple choice and/or short essay. You must take the exam when scheduled, unless arrangements have been made BEFORE the tests are given. The exam will cover rhythm and dance and educational gymnastics terminology, locomotor skill definitions, basic dance steps, music recognition for social/ballroom dance, geography, effective organization techniques, teaching styles, assessment strategies, spotting terminology, etc.

5% Homemade Rhythm Instrument Group Project

Students will be required to make a homemade rhythm instrument and perform a group rhythm routine according to criteria detailed on a separate handout. Each group will demonstrate their knowledge of Quarter, half and whole notes while using instruments made by each individual student.

15% Gymnastic Routine OR Gymnastics Peer Teaching Experience

Each student will select to either (1) to compose and present a Gymnastics Routine (floor routine with a partner or Solo/ Beam routine solo), OR (2) to peer teach a lesson in gymnastics. Routines will include characteristics of rotation, statics and traveling as specified by handouts and lessons plans provided during class. Additional information related to teaching expectations will be handed out and discussed in the semester.

15% Teaching Field Experience – Block, lesson plans and teaching

Students will be placed in groups to design and implement a rhythm and/or dance mini-unit, complete with a block plan and four lesson plans. The group will teach their mini-unit during the second half of the semester. The teacher in charge will evaluate the student teachers. A copy of the original lesson plan, the finalized lesson plan, the teacher's evaluation, evaluation by peers and a personal reflection paper is due in the Thursday following the teaching experience.

15% Dance in the Community

Students will be responsible for attending sessions at the workshop mentioned below for up to 15% OR 3 of the following, worth 5% each:

- CAHPERD State Conference, February, Feb 20-22. More information will be discussed during the semester. All 15% may be earned if all criteria are met.
- Beginning folk dance – Hamilton Street Park - \$4.00. Call 652-6315 or e-mail patroy@lanset.com for more information
- Pairs and Spares International Folk Dance, Babcock School, Thursdays, 7:30-9:30, free.
- Beginning classes or Country & Western line dances at The Ballroom of Sacramento on Folsom Blvd. Check out their website at www.sacdance.com, and www.sacdance.org \$7.00.
- Salsa dance lessons. Sunday nights at Harlow's on J Street.
- See SalsaCrazy.com/guides/ca/sacramento.htm – for a guide to local salsa clubs
- Swing dance lessons. Midtownstomp.com 7:00-8:00 Fridays \$5.00
- See RiverCityTaps.com/index2.html for local tap dancing lessons
- Other- There are countless dance opportunities in Sacramento.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BS in Kinesiology (Physical Education Teacher Education)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Please attach any additional files not requested above:

142 Syllabus S19.doc

Reviewer Comments:

212408496 (Fri, 31 May 2019 21:05:35 GMT):Rollback: The 2018-2019 AY has come to a close; proposals were accepted for review until April 20, 2019. Unfortunately, this proposal was received after this deadline and will need to be resubmitted to Academic Services at the start of the fall 2019 semester.

Key: 3036