Mayville State University

HPER 209 Rhythms & Tumbling
Fall, 2025
1 Semester Hour/Credit

Course and Instructor Information

Instructor Name: Katie Aasen

Contact Information:

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Work phone: 701-788-4843

Hours of Availability:

Monday, Wednesday and Friday: 9:00am-10:00am, 1:00pm-3:00pm

Tuesday and Thursday: 11:00am-12:00pm, 2:00pm-3:00pm

Also available for meetings on other days and times by appointment.

Instruction Mode: on-campus/face-to-face

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: TR 10:00-10:50 | Fieldhouse 107 (gym)

Course Description

Provides introductory skills used when participating in elementary and middle school physical education. This course will prepare students how to manage their motor development through participation and leadership activities in fundamental movement for children including gymnastics and rhythmic patterns. Curriculum development in these areas will be addressed.

Pre-/Co-requisites: No Pre-/Co-requisites are requirements.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Physical Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

1. Define rhythm as it pertains to movement education. (INTASC 1)
2. Develop rhythmic movement skills, manipulative skills, and visual-tactile co-ordination. (INTASC 1)
3. Classify rhythmic skills from easy to more complex and by developmental level. (INTASC 1, 2)
4. Explain the relationship between rhythmic activities and developing locomotor skills. (INTASC 1, 2)
5. Identify locomotor and non-locomotor movements. (INTASC 1)
6. Develop an understanding of the fundamentals of gymnastics, stunts and tumbling activities for elementary children. (INTASC 1,2)

7. Demonstrate skills and techniques of gymnastics, stunts and tumbling activities. (INTASC 1)
8. Understand the importance of safety in a gymnastics program, what the inherent hazards of the activity are and how to avoid them. (INTASC 1)
9. Demonstrate an ability to lead group activities. (INTASC 1,3, 4, 5, 9)
10. List techniques of partner selections and patterns of class organization. (INTASC 1)
11. Gain confidence to teach these activities through increasing their level of competency. (INTASC 9)
12. Demonstrate mastery knowledge of pedometers and heart rate monitors. (INTASC 1)
13. Develop an understanding of the National Content Standards in Physical Education. (INTASC 1, 9)

Standards Alignment (Physical Education Program Approval Standards-ND ESPB):

- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 2.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 3.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Required Materials and Technologies

Access to online resources similar but limited YouTube.
Athletic clothing is **required** that includes the following: shorts or athletic pants, t-shirt, tennis shoes, socks. Everyone will help with equipment before and after class (i.e. gym mats)

Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.

Expectations:

- Be On Time for class. Please let me know if you are coming from a class prior that runs late or you have a presentation.
- If sick: please notify me via email prior to class.
- Communication is expected, proactively, from students and to students.
- I expect my students to check their email daily. You are young professionals now.
- Students must dress in proper attire and be prepared for each class. This means have all of your clothing items and tennis shoes with you prior to class starting. No running to the locker room when class starts.
- Try and Have Fun! I expect my students to try everything in class to the best of their ability. We are here to learn and have fun doing so.

Assignments and Assessments
(Assignments outside of class are very minimal in this course, grades are earned by participation in class. If you are unable to participate due to illness or injury, you may be required to provide a doctor note to be excused. This does not necessarily excuse you from being present in the case of an injury, but rather sit out.)

Tumbling Unit

-   Skills, Stunts, tumbling, stretches, body positioning, poses, basic gymnastic skills, etc.

Rhythmic Unit

-   Various games which include rhythm.
-   Music and how it plays a role in our everyday lives.
-   Juggling 3 scarves and the progressive teaching behind how we get there.
-   Speed Stacking and various games.
-   Drumming, shakers, and various instruments.
-   Fundamental Motor Skills and Introductory Activities
-   Rhythmic Movement Skills
-   Playing with manipulatives and music.
-   Manipulative, locomotor, non-locomotor movement Skills
-   Movement Concepts and Themes
-   Body Management Skills

Teaching unit: Students will do a series of peer teaching during the semester. Other topics covered in the course.

Methods of Evaluation/Grading

Grading Policies
All grading and points earned will be based on attendance and participation.

Attendance/Participation Policies
Attendance is going to be important to earning daily points (shown below) as well as participation. Do not assume just because you attend class you get full points. You are responsible to try all activities in the course. Points will <u>NOT</u> be based on how well you do.

Grading Scale
A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 59 or below

(Grading scale is calculated and based on percentage of overall points)

Breakdown of Grades

Daily Attendance/Participation Points: assigned points will not just be based on attending the class alone. Participation will also be included in daily earned points.	10 Points
Peer Teaching #1	50 Points
Peer Teaching #2	100 Points
Peer Teaching #3	150 Points
Peer Teaching #4	200 Points

Total teaching portion is worth 25% of your overall grade.

(Assignments, overall point totals, and course timeline are subject to change at any time)

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course or this course will use YuJa Proctoring.

Important Student Information

Instructions: Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule	
Week 1	*Introductions/Syllabi/Questions*
Week 1- Week 3	*Motor Skills, Movement Concepts, Introductory Activities*
Week 4- Week 7	*Rhythmic Movements, Body Management Skills, Manipulative Skills (mats)*
Week 8-Week 11	*Gymnastic Skills (scarves, juggling, etc.)*
Week 12-14	*Various Games, Drumming, Fundamental/Lead up Games*
Week 15	*Last Day, Wrap up, Finalize Grades*

Appendix

Coronavirus (COVID-19) Information for On-Campus Courses

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promote health and safety for students, faculty, and staff. Please refer to the *Comets Choose 2.0 Guidelines and the COVID-19 Classroom Guidelines for On-Campus Courses* documents for additional information regarding implementation procedures for *Comets Choose 2.0* and classroom expectations and modifications necessary to minimize exposure risk and promote health and safety for students and faculty within on-campus classes in light of COVID-19.

In the event that a rebound in COVID-19 local infections necessitates a change in course format, plans for remote options for this course include [Insert your contingency remote plans]

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO 1: Through demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness**
- **SLO 3: Students will utilize a variety of technological resources and equipment to enhance discipline-specific population engagement and learning**

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
SLO # 1	Introduces (Only Mastery Level Assignments Report)
SLO # 3	Introduces (Only Mastery Level Assignments Report)

Student Learning Outcomes (SLOs) & Essential Learning Outcomes (ELOs)

Institutional academic assessment at MSU guides improvement of student learning. This assessment process also ensures learning outcomes are consistent with the university's mission and goals and allows comparison of desired learning outcomes to actual learning. This information is the basis for programmatic changes and ultimately to improvements in teaching and learning.

The faculty has defined Student Learning Outcomes (SLOs) for each major. Essential Learning Outcomes (ELOs) apply to students in all courses offered for Essential Studies and are consistent with those

identified through the American Association of Colleges and Universities (AAC&U) Liberal Education - America's Promise (LEAP) initiative.

Starfish – Student Success System

Starfish is Mayville State's Student Success & Early Alert System the faculty and staff use to report feedback on your academic performance, attendance, etc. If you receive a Starfish notification (will be sent to your @mayvillestate.edu email from the Student Success Center), please read it immediately – it will contain important information for you.

We Care About Your Success

Throughout the term, you may receive emails from Starfish® regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful! You will also have the ability to reach out for help by "Raising your hand" in Starfish and choosing between the "I Have a Question" flag and the "I Need Help" flag. After the flag has been raised the appropriate faculty or staff will make contact to see how they can assist you.

Once again, we are here to help you be successful!

In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services.

So be sure to log in to Starfish AND check your MSU email inbox on a regular basis. This is where you'll be notified

about your academic progress throughout the semester. If you have any questions, you can visit the Starfish webpage on MSU's site found in the "Current Students" tab and under the "Academic Information" list.

NetTutor - Online Tutoring Program

NetTutor is a free, online tutoring service that provides one-on-one virtual tutoring sessions with a professional tutor, as well as a Question Center which allows students to privately post a question and receive a personalized answer within 24-hours in a variety of subjects. NetTutor does not require you to schedule an appointment, you can just "drop in" online for a live, one-on-one tutoring session. NetTutor helps students progress in the classroom and beyond!

Students with Documented Disabilities

As required by Section 504 of the Rehabilitation Act and the ADA, appropriate and reasonable accommodations will be made for all students with documented disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health-Related, & Other) who request those accommodations to ensure full access to the academic opportunities of Mayville State University. In order to receive services, students must disclose their disabilities, request accommodations and provide documentation showing necessary accommodation to the Director of Student Success and Disability Support Services. Any information shared will remain confidential.

Academic Integrity

Definitions

Academic Integrity is the commitment and demonstration of open, honest, and responsible pursuit of scholarly activity. Academic dishonesty is the purposeful attempt to gain through violating these core principles. Common examples of academic dishonesty include cheating on tests, quizzes, oral presentations, and general coursework. Common examples of cheating include copying from another student's work, using materials or platforms not authorized during a test or for an assignment, not honoring proctoring system rules, allowing someone to copy your work (including research data or any other assignment), stealing, selling, buying, or other unauthorized use or sharing of content or work to fulfill an academic assignment, fabrication of data, and plagiarism. Cheating also includes submission of nearly identical work one has previously offered for credit in another course without prior approval by the instructor, altering official documents, and collaborating on assignments requiring individual work.

Consequences

Breaches of academic integrity are addressed at two levels: As an academic matter and as a violation of the Code of Student Rights and Responsibilities. As an academic matter, breaches are addressed by the faculty instructing a course. Breaches of academic integrity may result in action at the level of the Code of Student Rights and Responsibilities as violations of Part III: Prohibited Conduct, Section A: Academic Integrity.

More information can be found in MSU Policy 540.1 Academic Integrity and in the Code of Student Rights and Responsibilities.

Emergency Notification

The State Board of Higher Education requires all students, student employees, and NDUS employees to participate in the Emergency Notification System (ENS) pursuant to SBHE Policy 1902 (Policy M1902). Students will have the ability to update their information in the ConnectND portal with a cell phone number and an email address. Students are allowed to leave 'ENS' registered cell phones on during class to receive emergency notifications unless instructed otherwise by faculty. If a faculty member instructs students to turn off their cell phones, the faculty member must be able to receive emergency notifications by one of the following methods:

a) 'ENS' registered personal cell phone that is turned on
b) 'ENS' registered campus email when a computer or other electronic communication device is active.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Continuity of Academic Instruction for a Pandemic or Emergency

In the event of a major campus emergency resulting in the need for remote instruction, temporary suspension of classes, or early ending to the semester; the course mode of instruction and course requirements, deadlines, and grading percentages on the official syllabus are subject to change. The course instructor will notify you of such changes by email and/or by the campus learning management system (LMS), currently Blackboard Learn.

Family Educational Rights and Privacy Act of 1974 (FERPA)

In compliance with the Family Educational Rights and Privacy Act of 1974, Mayville State University has information available regarding student and graduation records it maintains. This information is available in the [Mayville State University Academic Catalog](#).

Diversity Statement (Title IX)

MSU is committed to providing a safe learning environment, free of harassment and discrimination. All instructors are asked to practice principles of diversity and inclusion, and as such, will provide a respectful learning environment for all students, regardless of race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Students as well are expected to treat all members of their learning community with respect.

Land Acknowledgement Statement

Mayville State University, a land grant institution created in 1889, collectively acknowledges that the region we occupy rests upon the ancestral, traditional, and current lands of Indigenous groups of the Dakota, Ojibwe, and Metis. We pledge to build our relations with the contemporary First Nations of North Dakota including the Mandan, Hidatsa, and Arikara Nation; Sisseton-Wahpeton Oyate Nation; Spirit Lake Nation; Standing Rock Sioux Tribe; and Turtle Mountain Band of Chippewa, as well as neighboring tribes.

Mayville State University advocates for the healing of the historical trauma endured by the descendants of those who were forcibly removed from their homelands. We recognize and support the sovereignty of tribal nations and for Indigenous communities.

Mayville State University strives toward an emerging future of friendship, collaboration, and progress.