**KINE 3200 - Skills and Concepts of Rhythmic Activities (3 cr.)**

***Instructor***

Dr. Peter Hastie. 176 Kinesiology Building, hastipe@auburn.edu Office hours: Tue/Thurs, 10 – 11 am. Other times by appointment.

***Lecture/Lab***

Lectures and labs are scheduled at varying times depending upon the development of the course.

For each lecture there is an associated quiz. These will be taken during the first few minutes of class. Students who arrive late will not be eligible to take the quiz.

Labs will be either on campus in the SAC, or on-site at the university gymnastics center (see schedule)

***Course Description***

This course has been designed to help students become aware of and skilled in various fundamental movement skills. These skills will be learned as isolated movement phrases, but also as movement sentences. The key learning experiences will be movement exploration and sentence composition following a number of movement themes.

During the course, the student will:

* develop knowledge of a number of basic movement skills and educational gymnastic themes
* develop knowledge and competence in a number of gymnastics and dance skills
* identify key learning cues & teaching progressions for a number of gymnastics skills
* improve their general physical profile in terms of flexibility and strength

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|   | TUESDAY | THURSDAY |
| AUG | 16 -- Introduction to the course.Concept of rhythms[A Rhythmic Development Ladder.ppt](https://auburn.instructure.com/courses/976087/files/83827999/download)Preview the documentView in a new window | 18 -- Rhythm sequences and progressions [Expanding Rhythmic Skills.ppt](https://auburn.instructure.com/courses/976087/files/83827957/download)Preview the documentView in a new window |
|   | 23 -- Rhythmic notation[Chocklet pie.ppt](https://auburn.instructure.com/courses/976087/files/84906954/download)Preview the documentView in a new window  | 25 -- Rhythm challenge[Instrument\_project.pptx](https://auburn.instructure.com/courses/976087/files/83827980/download)Preview the documentView in a new window |
|   | 30 -- Rhythm challenge preparation | 1 -- Rhythm challenge presentation |
|  SEPT | 6 --Tinikling | 8 -- Tinikling practice (independent) |
|   | 13 -- Tinikling practice | 15 -- Tinikling presentation |
|   | 20 -- Gymnastics theory | 22-- Gymnastic content progressions |
|   | 27 -- Locomotion and space | 29 -- Balance and weight bearing |
|  OCT | 4 -- Transfer of weightRocking and rolling | 6 --*no class* |
|   | 11 -- Jumping and landing | 13 - Jumping and landing on and off apparatus |
|   | 18 -- Routine 1 (individual) preparation | 20 -- Choreography and routine evaluation |
|   | 25 -- Routine 1 (individual) preparation | 27 -- Routine 1 presentation |
| NOV | 1 -- Working in pairs and groups | 3 -- Working in pairs and groups |
|   | 8 -- Partner/group routine preparation | 10 -- Partner/group routine preparation |
|   | 15 -- Partner/group routine preparation | 17 -- Partner/group routine presentation |
|   | 25  *no class – Thanksgiving* | 27  *no class – Thanksgiving* |
| DEC | 29 --*no class* | 2 --*no class* |

 ***Assessment***

There are five components to the assessment for this class.
Students must reach a satisfactory level (>70%) in the knowledge and skill components to achieve a passing grade. Those components are listed with an asterisk below. This relates to Alabama State Department of Education criteria for teacher certification.

Quizzes: (20 points) \*

* students will complete a number of in-class quizzes during the course
* most quizzes will be UNANNOUNCED and will be given in the first minutes of class

Final exam: (20 points) \*

* students will complete the final exam during the scheduled exam period
* material will be based upon the readings and practice experiences relating to the content of the entire course

Gymnastics routine: (20 points) \*

* students will complete an individual routine (10 points)
* students will complete a partner/group routine (10 points)

Group portfolio (40 points)

* in small groups of 3-4, students will produce an electronic portfolio that includes the following components:
* percussion instrument project (10 points)
* tinikling project 10 points)
* essential skills and cues (20 points)

***Grading***

A = 90

B = 80-89

C = 75-79

D = 70-74

F < 70

***Class Policies***

*Attendance: The material and experiences in this class*are important and if you are not in class, you cannot take an active role as a student.It is thereby expected that students taking a professional education class will attend every class meeting, will arrive on time, and will actively participate in each class. Absences and late arrivals will not be tolerated. If you must miss class because of illness or other emergency, please try to notify the instructor in advance. You are still responsible for any work missed during an absence.

If an unusual condition such as a serious illness results in this situation (8 total absences) students are encouraged to consult the AU Bulletin and/or an academic adviser in their college to determine if they meet university guidelines for requesting withdrawal from the course.

**\*\* Note -- late arrival at class will result in a 1 point penalty from the student's final grade. An unexcused or incomplete excused absence will result in a deduction of 3 points.**

*Plagiarism*: All exams, assignments, and any other written work must reflect the individual efforts of each student. Please refer to the Tiger Cub for information regarding academic honesty.

*Cell Phones*: As a courtesy to everyone, please turn off your cell phone during class. If you have a compelling reason for leaving your phone on, please let me know at the beginning of class. Also, please do not text–message during class.

*Best Work*: Students are expected to show evidence of thorough reading of assigned textbook chapters and supplemental readings. Please take pride in your work and be motivated to do your best work in this class; if you are, you will gain the maximum benefit from the course.

*Unannounced Quizzes:*There is the potential for a number of unannounced quizzes during this course.

*Honesty Code:*The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

*Professionalism*: As faculty, staff, and students interact in educational settings, they are expected to demonstrate professional behaviors as defined in the College of Education’s conceptual framework. These professional commitments or dispositions are as follows: 1) engage in responsible and ethical practices, 2) contribute to collaborative learning communities, 3) demonstrate a commitment to diversity, and 4) model and nurture intellectual vitality.

*Accommodations*: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting.

If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

It is the student’s responsibility to inform the instructor of any medical conditions or allergies that may affect in class participation or performance. Students with any health problems should have completed a Health Referral Form.