Course Syllabus: KINE 3200



Instructor

Dr. Peter Hastie

176 Kinesiology Building

Office hours: Mon/Wed, 1 – 2 pm. Other times by appointment.

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Lecture/Lab

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

Labs will be either on campus in the Coliseum, on-site at the university gymnastics center, or within an Auburn city school (see schedule)

Course Description

This course has been designed to help students increase their knowledge of, and teaching ability of various fundamental rhythmic and body movement skills. The key learning experiences will combine classroom instruction, practical application, as well as in-school teaching. The focus will be on movement themes as opposed to isolated skills.

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
* observe the teaching of these gymnastics skills
* teach small groups of students various skills

Schedule

|  |  |  |
| --- | --- | --- |
|  | Mon | Wed |
| **AUG** | 19 – Course introduction to the course.Concept of rhythms[A Rhythmic Development Ladder.ppt](https://auburn.instructure.com/courses/1196175/files/148429489/download) Rhythm sequences and progressions [Expanding Rhythmic Skills.ppt](https://auburn.instructure.com/courses/1196175/files/148429507/download) | 21 – Rhythmic notation[Chocklet pie.ppt](https://auburn.instructure.com/courses/1196175/files/148429490/download) Rhythm challenge[Instrument\_project.pptx](https://auburn.instructure.com/courses/1196175/files/148429492/download?wrap=1)  |
|  | 26 – Rhythm challenge presentation | 28 – [Tinikling](https://auburn.instructure.com/courses/1196175/files/148429500/download?wrap=1) intro and practice and presentation |
| **SEPT** | 2 – no class, *Labor Day* | 4 – edTPA concepts |
|  | 9 – [Gymnastics teaching and theory](https://auburn.instructure.com/courses/1196175/files/148429503/download?wrap=1)Preview the document[Gymnastic content progressions](https://auburn.instructure.com/courses/1196175/files/148429478/download?wrap=1)Preview the document | 11 – Locomotion and spaceTeaching |
|  | 16 – Balance and weight bearingTeaching | 18 – Jumping and landingTeaching |
|  | 23 – Transfer of weightTeaching | 25 – Skill combinationsTeaching |
|  | 30 - Skills | 2 - Skills |

Assessment

There are four components to the assessment for this class.

*Academic language*: (20 points)

* students will develop a movement vocabulary dictionary that covers all the skill elements covered in the course
* students will develop three cognitive assessments related to the performance of dance (1) and gymnastics (2) skills

*Quizzes*: (20 points)

* students will complete a number of unannounced quizzes during the course
* these quizzes will be 5 minute maximum tests administered at the beginning of classes
* material will be based upon the readings and practice experiences relating to the content of the entire course

*Teaching observations*: (30 points)

* students will complete a number of teaching observations and reflection tasks
* these will relate to the in-school component of the course

[*Essential skills*](https://auburn.instructure.com/courses/1196175/files/148429496/download?wrap=1)*:* (20 points)

* students will master the essential skills necessary to lead a beginning movement class

*Professionalism*(10 points)

* students will demonstrate professional behaviors during classwork and in the school setting

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.

**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.**

Five unexcused absences = not be permitted to take the final examination and will receive a grade of FA

Eight total absences (excused, unexcused or a combination of the two types)  = no permitted to take the final examination and will receive a grade of FA.

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.