

KINE-7380-001 (Spring 2010)

Course Description: Integrating Classroom Concepts

Section Instructor: Dr. Peter Hastie (2050 Memorial Coliseum

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Course Requirements

Welcome to a KINE 7380. The aim of this course is to provide you with information about how we might take the content of classroom work and physical education and link these with each other. The aim of the course is for you to understand particular levels of curriculum integration; the issues and implementation strategies. Hopefully, following this course, you will have sufficient knowledge to at least explore the possibility of increasing cross-curriculum links in your teaching, or helping future student teachers work with such strategies.

Lessons

Topics : Introduction

- what is integration?
- what is interdisciplinary teaching?
- how do we conceptualize levels of cross-disciplinary teaching?

Sample lessons

- Language Arts
- Math
- Science
- Social Studies
- Music and Performing Arts

Assessment

Reading reviews: (Due January 29, 2010 12:00 PM)

- ⊗ Review and respond to three designated readings.
- ⊗ The three articles are available on this blackboard site.
- ⊗ For each article, you are to write a 100 word summary of the paper, and then identify the five major points of the paper.
- ⊗ Provide a justification as to why you considered these to be crucial.

Lesson plans: (Due March 29, 2010 12:00 PM)

- ⊗ You will create a 15-minute lesson component for any year level using the appropriate content from the respective courses of study.
- ⊗ You will also critique at least 4 other lessons plans from students in the class. Submission will be on the class discussion board. Topics will be from
 - Language Arts

- Math
- Science
- Social Studies
- Music and Performing Arts

Book story: (Due February 25, 2010 12:00 PM)

- ⊗ You are to find a children's book that uses movement as its content focus.
- ⊗ Identify the key movement words and develop an activity circuit that adopts these terms.
- ⊗ Scan any relevant images from the text to supplement your submission.
- ⊗ Write your lesson in Word and then save it as a .pdf file

Project: (Due March 31, 2010 12:00 PM)

- ⊗ You are to complete negotiate with a local school teacher to conduct a 5 lesson integrated unit within physical education.
- ⊗ You are to then write a report on the unit and present it to the class during April. The report will focus on the outcomes of the project, and the extent to which both teaching and learning factors were impacted.
- ⊗ You will need to make measures of student learning.

Grading

- ⊗ A = 90+
- ⊗ B = 80-89
- ⊗ C = 70-79
- ⊗ D = 60-69
- ⊗ F <60

Policies

Participation - It is expected that students will attend every scheduled class meeting, will actively participate in class discussions if relevant, and will meet all project, term paper, or presentation deadlines. Please refer to the current edition of the Tiger Cub (<http://www.auburn.edu/tigercub>) for the definition of excused absences. Students are responsible for initiating arrangements for missed work.

Unannounced Quizzes – There will be no unannounced quizzes in this class.

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 the 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).

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

Additional information: 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.