Course Syllabus

**KINE-7380-001 (Spring 2017)**

**Course Description: Integrating Classroom Concepts**

Section Instructor: Dr. Peter Hastie (176 Kinesiology Building)

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**Course Requirements**

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.

**Assessment**

Reading reviews: 20 points

* Review and respond to designated readings.
* 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: 20 points

* You will create a 10-minute lesson component for any year level using the appropriate content from the respective courses of study.
* Topics will be from
	+ Language Arts
	+ Math
	+ Science
	+ Social Studies
	+ Music and Performing Arts

Book story: 10 points

* 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
* Barton, Byron. (1981). *Jump, Frog, Jump!* New York: Scholastic, Inc. PZ 7 .K216 Ju

Burleigh, R. & Johnson S. (1997). *Hoops*. New York: Silver Whistle/Harcourt Brace & Company. PS 3552 .U7255 H66 1997

Carle, Eric. (1996). *Little Cloud*. New York: Philomel Books. PZ 7 .C21476 Li 1996

Carle, Eric. (1997). *From Head to Toe*. New York: HarperCollins Publishers. GV 481 .C38 1997

Cleary, B. (1992). *Ramona the Pest*. New York: Harper Trophy. PZ 7 .C5792 Ram

Davis, Katie. (1998). *Who Hop*s? New York: Harcourt Brace & Company. PZ 7 .D2944 Wh 1998

Fleming, Denise. (1993). *In the Small, Small Pond*. New York: Henry Holt and Company. PZ 8.3 .F6378 Im 1993

Hubbard, Woodleigh. (1990). *C Is for Curious*. San Francisco: Chronicle Books. BF 561 .H82 1990

Jones, Bill T., & Kuklin, Susan. (1998). *Dance*. New York: Hyperion Books for Children. GV 1596.5 .K85 1998

Martin, Bill, Jr., & Archambault, John. (1989). *Chicka Chicka Boom Boom*. New York: Scholastic Inc. PZ 8.3 .M4113 Ch 1989

Project: 50%

* Involvement as designated in the professional development of teachers using classroom content.
* <https://www.pinterest.com/doublerfarm/alabama-physical-education/>

**Grading**

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

**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. 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.

**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.