SYLLABUS  
Course Number: DAN301       Course Name: Kinesthetic Learning Methods and Practices  
Semester: Spring 2016       CRN: 4277

Catalog Description: Examination, application, and analysis of the methods and benefits of the kinesthetic teaching style; including educational theory, purpose, and practice. Students will conduct research projects that involve designing, developing, and implementing psychomotor, cognitive, and affective skill building lesson plans using kinesthetic methods. Attending a live dance performance is required. Offered annually.

Prerequisite Courses: CWP102   Enrollment Restrictions: Instructor Permission

Course Overview: This is a research course with a service learning component. The class format includes lecture and discussion, reading the text and recommended handouts, viewing videos, studio work, and practical experiences at the college and in community settings in the form of service learning projects.

Text:
Required: *The Kinesthetic Classroom: Teaching and Learning Through Movement* by Traci Lengel and Mike Kuczala.  
Recommended: *An Introduction to Educational Research: Connecting Methods to Practice* by Chad R. Lochmiller and Jessica N. Lester

Required Supplemental Materials: A flash drive containing all written assignments MUST be brought to every class. Dress comfortably to move.

Instructor: Joy Guarino  
Instructor's e-mail: guarinja@buffalostate.edu  
Office Location: Rockwell Hall 132C   Office Hours: Monday and Wednesday 11:30-1:00 or by appointment. I am always willing to assist a student. Please use the office hours or make an appointment. I will not be able to entertain complex issues before or after class.

Blackboard: Students have access for all courses in which they are enrolled. In my class, Blackboard is used for communication and course work. Be sure you fully understand how to use this program – you can refer to Blackboard Help for assistance.

Learning Outcomes for this Course: On completion of this course, students will be able to:
- Analyze the kinesthetic learning literature for structure, credibility, and its practical application in the field
- Examine the relationship between kinesthetic learning and psychomotor, cognitive, and affective skill building
- Analyze live dance and theater, articulating purposes and processes as they relate to cognitive and affective subject area
- Create, analyze, and defend a teaching style based upon a strong working knowledge of the methods and materials of kinesthetic design

Service Learning Outcomes: On completion of this course, students will be able to:
- Understand their service experiences in the context of the underlying societal issues being addressed
- Transfer knowledge and skills from the curriculum to the service project
- Value the diverse backgrounds and perspectives of those offering and receiving services
- Explore community problems and solutions; collaboratively develop and implement lesson plans to meet goals

Course Content: Assignment outline for this semester/term is provided under assignments. The instructor may adjust content, assignments, and due dates to accommodate changing needs during the semester.
EVALUATION

Final grades are calculated on the accumulative point total of completed service experiences (worth 600 possible points), final written report and presentation (worth 200 possible points), and two tests (worth 200 possible points). Late submissions will be accepted for an additional 24 hours but will initially be graded as “C” work.

900 - 1000 = A
800 - 899 = B
700 - 799 = C
600 - 699 = D
599 and under = E or F
I do grade with plus and minus marks

ACADEMIC EXPECTATIONS

A “C” student accomplishes consistently average work, demonstrating improvement throughout the semester. This student keeps up with the class and his/her thought process is “coming along.” He/she completes an assignment, but not with enough depth to embody proficiency and expressivity at the same time.

A “B” student accomplishes consistently good work and demonstrates significant improvement. He/she is not at the top of the class, but is consistently trying to reach that level. He/she may struggle to learn new concepts but can achieve a capable and expressive execution of the material. He/she incorporates lectures, utilizes accurate vocabulary, and references assigned readings.

An “A” student accomplishes consistently excellent work and demonstrates outstanding improvement. He/she is at the top of the class, always demonstrating a willingness to actively participate in class. He/she is always on time, always focused and attentive throughout the class, and always takes responsibility for making corrections even if given generally or specifically to another student. He/she accomplishes assigned reading and writing at his/her highest possible level and correlates personal experience to the learning.

A “D” student accomplishes consistently below average work, demonstrating minimal improvement. He/she struggles to keep up with the class and fails to demonstrate the kind of personal commitment that will allow him/her to move forward in execution and understanding. He/she is often tardy, has problems maintaining consistent attendance, and is not able to focus throughout class.

Grades that are not counted in the GPA:

P – Pass/Fail. Students with a 2.0 GPA may request a pass/fair grade instead of a letter grade for one course a semester in a course not used to satisfy degree work in their major.

I – Incomplete. Students may request a temporary grade of “incomplete” if they (1) have completed most of the work associate with the course, and (2) can document serious medical, legal or similar last-minute obstacles to completing course requirements. Such obstacles must be beyond the student’s control. Incompletes cannot be given because a student has procrastinated and fallen behind in his/her work. Students must submit work to satisfy the incomplete or the course grade will change to “E.”

W – Withdraw. Students may withdraw from this course through Banner online at any time prior to the withdraw deadline, generally about the 10th week of the semester. By withdrawing, the student will receive no grade for the course. Withdrawing does not negatively affect a student’s GPA.

Special Needs: Students with disabilities or special needs: contact the Office of Disability Services (878-4500).

Academic Integrity: Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Students are expected to adhere to ALL college polices located in the student handbook/college catalog. Please review these policies. Writing Standards: Because of the professional nature of this class, standards of grammar, punctuation and spelling will be expected in every writing sample the student submits. Neatness, conformity to the Associated Press Stylebook, and a professional look also are expected. All writing assignments must be typed and proofread. For specific concerns about writing assignments, you can refer
to http://www.buffalostate.edu/library/research/plagiarism.asp.

**Academic Assistance:** Students needing assistance with writing, reading and/or study skills may contact the Writing Help Center sponsored by the College Writing Program; located in 214 Butler Library (878-3655). Other assistance also is available through the Academic Skills Center in 330 Twin Rise South (878-4041), English Department Writing Center in 323 Ketchum (878-5409), and EOP Academic Resource Center, 730 Twin Rise South (878-6024).

**ATTENDANCE**
Attendance for class and service learning assignments is mandatory from the first day of class and absences will affect your final grade. I do not distinguish between excused and unexcused absences. Medical problems and family emergencies will be dealt with on an individual basis. Come talk to me personally. If students miss class for any reason, they are responsible for obtaining notes and announcements from another student. Attendance grade includes the following:

**Participation:** By enrolling in this course, students make the tacit commitment to participate. Class participation involves more than mere physical presence. Students are expected to be actively involved in the class. Students are encouraged to ask relevant questions and contribute to the over-all learning environment of this course.

**Mutual Respect:** Students can expect to be treated with respect by the instructor and other students. Likewise, anyone enrolled in this course is expected to treat the instructor and fellow students with respect and to act in a dignified manner at all times. Class discussions are to be conducted in an environment of respect and tolerance for both people and their ideas.

**Classroom Behavior:** The instructor will not tolerate student behavior that is disruptive of the educational environment. Improper classroom behavior includes arriving late and/or leaving early; using cell phones and computers in activities unrelated to class work; any type of harassing, intimidating, belligerent, or abusive language or action; or any behavior that is distracting to the instructor or other students. Instructors may remove students who they determine are disrupting the educational process.

**Grievances:** Students should be aware of the appropriate processes for complaints, grievances, and appeals. University policy is outlined at www.buffalostate.edu/academicaffairs/x570.xml.

**Technology:** Students should silence cell phones during class. Texting and use of headphones is prohibited. Use of computers and other digital devices unrelated to course material is prohibited.

**SERVICE LEARNING EXPERIENCES**
Students are required to participate in the S.L. component. Tentative Schedule
2/23 – SL Orientation
2/25 - field trip to Unyts (orientation and tour 12:30-2:30)
3/10, 3/18, 4/1 - meet at partner location (times will be scheduled according to availability)
4/4-4/29 – meet with faculty partner and present kinesthetic lesson
5/3 - Final presentations at the Celebration of Service
5/5 – Final presentations in class

Students are required to participate in the S.L. component. The Research Project for this course is conducted through a Service Learning experience; collaborating with the community partner, developing lesson plans specific to their needs, implementing the activity on site with the participants, and reflecting on the results:
- Developing questions and identifying participants: Based on literature review and student interest
- Pre-service observations and meetings: Gathering background information and meeting with the partner teacher.
- Intervention/Lesson plan development: Creating and implementing lesson plans based on the information about and the needs of the community partner. Lesson plan format will be followed.
• Gathering and analyzing data: Reflective responses to the Service Learning experience on both the deeper learning of academic content and the impact of the service experience on the participants.

TESTS
The course is divided into two general topics that include review of learning modalities and analysis of kinesthetic methods. At the conclusion of each topic, students will be given a written test containing multiple choice, short answer, and essay questions. Essay questions - three reliable sources on the topic (book, journal article, website) that summarizes the information gathered.

RESEARCH: PAPER/PRESENTATION
Research will include:
• Relevant background/Literature review - essay portion of the tests
• Approach/Methodology – developing the intervention portion of the Service Learning experience
• Description/Interpretation of findings – gathering and analyzing portion of the experience
• Unexpected Opportunities/Challenges – deeper reflection of the experience
• Project Outcomes - summary

Paper outline: Minimum five page typed paper, times new roman, 12pt font, double line spacing throughout, 1” margins. The final copy must be submitted on blackboard.

Presentation: student will prepare a 3-5 minute oral presentation based on their research paper. The presentation can include video clips, photographs, etc to enhance the presentation. The information should not be read from the research paper nor be presented in a detailed power point presentation.

REVIEW
Review of a live professional dance concert will be a 2 page typed paper that describes and interprets the movement and design/technical elements of the work. The annual dance concert, RAP is the required review. The review is due May 1st - no later than midnight on blackboard. Review examples will be provided as examples of quality writing and used as a guide only. Be sure to adhere to the proper format.

Paper outline: Word Documents Only - times new roman, 12pt font, double line spacing throughout, 1” margins.
• Introductory paragraph should include: who, where, when, what, and a statement detailing your exposure to live concert dance prior to this performance. The title of the piece selected for review.
• Body of the paper should include: description of the movements (turns, falls, leaps, etc), the choreographer's choices using the terminology from the choreographic elements chart, and what/how you interpret the movement. Include the overall idea or theme and a few specific examples from the particular piece that led to this interpretation. Also, describe the theater design elements of costume, lighting, and set and how they enhanced the overall theme.
• Concluding paragraph: overall impression, window into one work, and description of preparatory lesson.