**College of Charleston**  
**FYSM 126/Fall 2013**  
**Neurobics: Sparking Mental Connections**  
Tuesdays 9:30 a.m-10:45 a.m.

**Instructor:** Susan M. Flynn  
**Office:** School of Education Wentworth room #209  
**Class Building:** Silcox Room 409  
**Office Phone:** 843-953-0815  
**email:** flynns@cofc.edu  
**twitter:** @fit2bsmart

**Office Hours:** Mondays – 3:00-4:00 @ Silcox, Tuesday & Thursdays 11:00 to 12:00 @Silcox, Friday 12-1 p.m. @ office or by appointment

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<th>Monday</th>
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<td>3:00-4:00</td>
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**Text:** Teaching with the Brain in Mind, 2nd edition  
Author: Eric Jensen  
Publisher: ASCD

**Required Materials:**  
Sneakers and clothes for physical activity during lab times.

**Course Description:**  
This course will focus on current brain research findings, which support the link between physical activity and academic performance. This course challenges students to examine brain science research and engage in action-based learning activities. Be prepared to put theory to practice as you develop and teach interdisciplinary action-based lessons to children in a school-based setting. Using motor assessment tools, students will track the progress of the relationship between the perceptual and sensory motor input to the motor and academic output.

**Course Objectives:**

1. Develop a sound knowledge base in the content of the neuroscience of the brain.  
2. Think critically, using thoughtful analysis, when designing and/or evaluating action-based lessons to meet the needs of the children.  
3. Students will become familiar with data, knowledge-gathering techniques and current research related to neuroscience.  
4. Students will be able to demonstrate knowledge of information through presentations on research articles related to current brain science.  
5. Students will use effective skills and strategies for working collaboratively developing presentations on current brain research.
6. Students will put theory to practice as they work with peers to develop and introduce interdisciplinary action-based lessons for children in a school-based setting. 
7. Students will engage constructively in the college and local community outreach projects. 
8. Students will work with the course instructor in a local pre-school, teaching children perceptual motor development lessons integrating other discipline areas, using action-based activities.

**Brain-Based Research**
- Knowledge retention and exercise link
- Researching current trends

**Motor Skill Development**
- Fundamental movement patterns
- Perceptual-Motor and Sensory-Motor Development Skills

**Teaching Action-Based Lessons**
- Design & Implement action-based learning lessons
- Research linking movement and academic improvement

**SOE Mission**
The Mission of the School of Education at the College of Charleston is the development of educators and health professionals who will lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of our mission, faculty and students will demonstrate the following principles of action:
1. **intellectual curiosity and rigor**
2. **reflective, research based practice**
3. **collaboration and consensus building**
4. **field oriented service and community outreach**
5. **cultural sensitivity and understanding**

**Appropriate Dress for Labs:** Students are required to wear shoes and suitable clothing that allow for **SAFE**, maximum participation during labs. **Jeans** and **low-rise attire** should not be worn to lab classes. Professional dress is appropriate for all teaching experiences.

**Class Participation:** Contribution to class discussions are expected and each candidate will be held responsible for all class lectures and assignments.
**Course Requirements**

**Mini Teaching Episodes**

- Teaching & ABL Lesson Plans (100)
- Brain Booster and Quote (50)
- Field Experience Hours 5 pts per visit (10)

**PBL Papers**

- Brain Anatomy (5)
- Brain Physiology Presentation (5)
- Group Article Contribution (5)
- PBL Research paper (75)
- Final PBL Presentation (75)

**Quizzes** 3 @ 20 each

**FYE Experiences**

- Discussion 1 Introduce yourself (5)
- Discussion 2 ABL reflection (5)
- FYE pretest weeks 1-3 & post test weeks 13-15 (5)
- Speech Lab Practice (10)
- Writing Lab Review (10)
- Seminar attendance (70)
- Life So Far paper (5)

**Total Points:** 495

**Bonus:**

Instagrams #cofcfit
(Bonus for pictures of you at FYE campus sites or events/2 pts per event maximum of 5)

@fit2bsmart tweet an article related to movement and the brain or action based learning and I retweet it, then you share the information with the class. One per test provides 5% bonus per test.

**Evaluation Scale**

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**Description of Assignments**

**Teaching Experience: (160)**

*Teaching:* Students are expected to dress professionally at school site for field experience. Specifics will be discussed in class.

*Action-Based Lesson 100:* All lesson plans will follow the format provided. A hard copy of the lesson is required for the instructor on the day of the teaching. (-10 pts if missing)

*Field Hours 10:* Each student will participate in a field experience at ECDC Campus pre-school for eight sessions. Students will teach action-based lessons to preschool aged children. (10 pts per session)

*Brain Booster & Quote 50:* Student will present and engage the class in a brain booster. Rubric and Ideas of Brain Boosters are posted on OAKS. Working in groups of two students will engage the class in a brain booster. Each team member provides a slide with a favorite quote and why.

  a. Two or more slides presented with BB facts and information
  b. Activity related to the BB, materials provided—brain food, brain teasers with guiding practice slides etc.
  c. Resources
Research Paper/Group Presentation (165)

Brain Anatomy: draw, color and label parts of the brain
Brain Physiology Presentation: groups will be assigned a section of the brain to research and present
Group Article Contribution: Evidence of being prepared for PBL group work sessions
PBL Paper and Presentation: Students will research the problem based learning topic and write a 3-5 page paper following the guidelines provided on OAKS. Groups will present the brain research information in class. (Guidelines provided on OAKS) Turn in a hard copy in class and place a word document, not PDF, in the OAKS drop box.
Research papers due 11/21 by 5:00 pm in professor’s mailbox

Quizzes: (60) All quizzes must be taken during the assigned times. Missed quizzes will not be re-opened.

FYE Experiences (110) These assignments will be reviewed again in your seminar class
  Discussion 1 Introduce yourself (5)
  Discussion 2 ABL reflection (5)
  FYE pretest weeks 1-3 & post test weeks 13-15 (5)
  Speech Lab Practice (10)
  Writing Lab Review (10)
  Seminar attendance (70)
  Life So Far paper (5)

Course Policies

Attendance Policy
According to The College of Charleston policy: All students are expected to be present for every meeting of the classes in which they are enrolled ... Only the instructor can excuse a student from classes or course responsibilities. In the event of an illness, accident, or emergency, when circumstances permit, the student should make direct contact with his/her instructor(s), preferably before a class or exam takes place. Email and/or call the instructor if there is an emergency.
Students are expected to be in all class sessions and on time. Due to the emphasis that is put on class participation, each student is allowed two documented absences. After that, 5 points will be taken from the student’s point total for each missed class. Preschool lessons missed will result in a deduction of 5 pts. All materials distributed, information discussed, and assignments due on the missed day are the responsibility of the absent student.

Late assignments: Any assignment turned in after the due date will result in a 10% point deduction.
Missed teaching assignments cannot be made up.

Classroom Etiquette: Lap tops; IPADS; cell phones etc will not be used in class lectures unless indicated by the professor.

Class Emails: When sending emails to the instructor, please put FYSM126/words that reflect the message in the email. Most emails will be addressed within 48 hours, unless I am out of town.

Subject for email responses

Academic Honesty Policy
Refer to the College of Charleston Student Handbook (Academic Honor Code). Students are expected at all times to be in compliance with the Honor Code. Students who engage in academic dishonesty will be referred to the Dean of Students immediately for appropriate disciplinary action, and will receive at minimum no credit for the academic work related to the incident of scholastic dishonesty.
http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
| Week One 8/20 & 22 | Syllabus, Course Overview  
Lab: Fundamental Motor Patterns  
Read Chapter One, Brain sheet anatomy due on 8/29 |
|---|---|
| Week Two 8/27 & 29 | Lecture: Meet the Amazing Brain  
Lab: Fundamental Motor Patterns  
Bring Brain Anatomy Sheet |
| Week Three 9/3 & 5 | Lecture: The Brain Anatomy (9/5) With Dr. J. Wilhelm, Psychology  
Problem Based Groups Topic Presentation  
Lab: Fundamental Motor Patterns  
Quiz One 9/5 on OAKS by 10:00 pm (Chapter one) |
| Week Four 9/10 & 12 | Lecture: Tour of Dr. Wilhelm’s Lab and Research with BDNF (9/12)  
Read Chapter 2  
Lab: Stages of Skill Development & Action Based Learning  
Life So Far Paper Due 9/12 @ seminar |
| Week Five 9/17 & 19 | Lecture: Action-Based Learning (Brain Based Teaching)  
PBL Groups  
Library Research session -Steven K. Profit/ Discussion with Library Liaison (9/19) @ 120 Addlestone Library |
| Week Six 9/24 & 26* | 9/24 Lesson Planning for ABL & PBL Research groups @ library –research session  
(9/26) @ 120 Addlestone Library |
| Week Seven 10/1 & 3 | Problem Based Learning session  
Read Chapter 3  
Lab: Preparing for ABL at ECDC  
Designing lessons  
Quiz Two 10/3 on OAKS by 10:00 pm (Chapters 2 & 3) |
| Week Eight 10/8 & 10 | Lecture: Moving and Learning~ Brain Rules  
Read Chapter 4  
Lab: ABL at Preschool #1 (10/10) |
| Week Nine 10/15 | October Break |
| Week Nine 10/17 | ABL at Preschool #2 |
| Week Ten 10/22 & 24 | Lecture: Sensory Integration & Perceptual Motor Development /Brain, Memory and Movement Connection  
Lab: ABL at Preschool #3 (10/24) |
| Week Eleven 10/29 & 31 | Lecture: Memory, Movement and the Brain (Read Chapter 4 & 10)  
Lab: ABL at Preschool #4 (10/31)  
Quiz Three 10/29 on OAKS by 10:00 pm  SI & PMD |
<p>| Week Twelve 11/5* &amp; 6* | Library/research/speech lab/writing lab |
| Week Thirteen | Research Presentations (11/12) |</p>
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### Action-Based Learning Lesson Teams / Themes

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