**Course number:** PRDV 71827

**Title:** Move the Body, Engage the Brain

**Credit:** 1

**Time:** Spring 2023

**Location:** Online

**Visiting Instructor:** Katherine Kaczynski

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(Note: When contacting me by email or text, please state the course name in the subject area.)

# Course Overview

**Course Description:**

This course is designed for educators, specialists, or any professional who works in the PreK-6 learning environment. Through *Special Topics*, this course explores the connection between the developing brain, a body in motion, and readiness to learn.

**Participation Requirements:**

Participants will explore the resources cited in each of the weekly modules.

Complete all weekly Required Readings/Videos prior to posting to the online discussions. Participants will come prepared for in-depth discussions and ready to participate actively in the online discussion board from the start to the completion of each week. Completion of a Final Project is required.

# Course Content:

Participants will learn about the impact that physical activity has on the developing brain and readiness to actively learn in the classroom.

Week 1 - Physical Activity & Early Brain Development

Week 2: The Brain-Body Connection & Executive Functions

Week 3: Brain Play in the Classroom

Week 4: Literacy, Math & Movement

**Student Outcomes**

Participants will be able to:

Identify and discuss the Guidelines for Preschool Learning Experiences as written by

the Massachusetts Department of Education.

Examine the impact that physical activity has on early brain development.

Describe and discuss the implementation of movement and executive functioning.

Examine and discuss the various strategies used to incorporate physical activity into the daily classroom.

Examine and discuss the connections between movement and literacy, and math

development.

**Grading Components:**

40 points = Content (See Rubric for Discussion Board Throughout the Week).

40 points = Weekly Assignments (See Rubric for Weekly Assignments).

20 points = Final Project: PowerPoint, Prezi, Podcast, etc., Research Paper (APA)

**100 points**

**Grading/Grade Points**

A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. Work and discussion posts exceed expectations. B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the coursework has met the requirements and was judged acceptable. Work and discussion posts meet expectations. C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) indicates that the level of work did not adequately meet the requirements. D+ 69-67 D 66-63 D- 62-60 F 59-0

**How to use the Guiding Questions**

Each weekly discussion will be based on the required readings/videos. Each weekly Discussion Board will begin with one or more questions, referred to as *Guiding Questions or GQ.* Discussions boards run week to week; once a week closes, posts cannot be made up. Please see the **Rubric for Discussion Board**

**Grading/Grade Points**

A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. Work and discussion posts exceed expectations. B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the coursework has met the requirements and was judged acceptable. Work and discussion posts meet expectations. C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) D+ 69-67 D 66-63 D- 62-60 F 59-0 - Indicates the level of work did not adequately meet the requirements.

**How to use the Discussion Board Prompts**

Each weekly discussion will be based on the required content. Each weekly Discussion Board will begin with one or more questions or prompts. Each Discussions Board will run week to week; once a week closes, posts cannot be made up. Please see the **Rubric for Discussion Board Throughout the Week.**

**A Quality of Postings Indicator**

Asynchronous discussions enhance learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to through posts throughout the week. Post your thoughts and provide supporting evidence using the readings and videos. DO NOT just give the facts. Posts MUST reflect how the readings and videos have impacted your thinking and the work that you do.

Participants will use the **Rubric for Discussion Board Throughout the Week** to improve or maintain the quality of their discussion contributions.

**My commitment to cultivating an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historical practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.

**College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7 at:* [*http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf*](http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf)**.**

**Research/ Library Access**

Additional supporting information can be researched at the Framingham State University Online Library. Just logon to you FSU My Campus account and go to the tab that says Library.Go to: My Framingham; Click on the **Library tab;** Choose Books, Articles or Key E-resources.

**Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, based on disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academicsuccess-and-advising> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu

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