

San José State University
Department of Kinesiology
Kinesiology 165, Motor Development
Class #49721-02 TuTh 9:00 – 10:15 CH 227
Fall 2009/August 24 – December 8, 2009

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Office Hours: Posted Outside Office

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PREQUISITES

KIN 70 (Introduction to Kinesiology)

REQUIRED TEXT

Payne, V. G., & Isaacs, L. D. (2008). *Human motor development: A lifespan approach, 7th ed.* New York: McGraw-Hill.

COURSE GOALS AND STUDENT LEARNING OBJECTIVES

To provide the student with knowledge of the:

- a. Goals and objectives of the discipline of motor development
- b. Common terms in motor development
- c. Lifespan motor development “stages” and their characteristics
- d. Scientific literature in the field of motor development
- e. Related cognitive, social, and moral development theory and implications for motor development

To provide the student with the ability to:

- a. Practically apply the knowledge gained concerning motor development
- b. Critically analyze research and theory prominent in motor development

UNIVERSITY POLICIES

Dropping and Adding

University Drop Policy: Unsatisfactory performance in coursework is not considered a serious and compelling reason in itself for requesting permission to drop. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://infor.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html> .

Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/> . Students should be aware of the current deadlines and penalties for adding and dropping classes. The last day to drop courses without an entry on student's permanent record is Thursday, September 3, 2009. The last day to add courses and register late is Friday, September 11, 2009.

Academic Integrity

Academic integrity statement (from SJSU Office of Judicial Affairs):

Your instructor will make every reasonable effort to foster honest academic conduct in her course. She will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. She will be on the alert for plagiarism. "Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work." Your instructor is required to report all infractions to the Office of Judicial Affairs. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12. this policy can be found at <http://www2.sjsu.edu/senate/S04-12.pdf> .

The website for Student Conduct and Ethical Development is available at http://sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires instructor approval.

Campus Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 07-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish a record of their disability.

DRC website: <http://www.drc.sjsu.edu>

CAMPUS RESOURCES FOR YOU

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist you in the development of your full academic potential and to motivate you to become a self-directed learner. The center provides support services, such as skill assessment, individual or group tutorials, subject advising, learning assistance,

summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/> .

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels withing all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff//> .

YOUR PROFESSOR'S TEACHING POLICY

Each student must actively engage in the learning process. You will not be allowed to sit back and relax. Be an active learner by:

- ✓ attending class every time.
- ✓ coming alert and ready to learn.
- ✓ being willing to take chances by speaking up in class.
- ✓ reading assignments before class.
- ✓ bringing your text to every class.
- ✓ **storing a turned off cell phone and other electronic devices in purse or backpack during class.**

COURSE EVALUATION

Course Evaluation

- 1) Three Exams
 - a) Exam 1 (20%)
 - b) Exam 2 (25%)
 - c) Exam 3 (30%)
- 2) Quizzes & In Class Activities (10%)
- 3) Paper (15%)
- 4) Total – 100%

Examinations

- 1) Exams may consist of true and false, multiple choice, matching and short answer essays reflecting lecture material, assigned readings from text, handouts.
- 2) A scantron T&E 0200 is required.
- 3) Make-up exams are permitted ONLY for serious and compelling reasons and must be documented.

Quizzes

- 1) Given at random times during lecture.
- 2) Make-up quizzes **will not** be given under any circumstances.

GRADING RUBRIC

Exam/Assignment/Quiz Grading

Each exam will be given a letter grade based on percentages of highest score on the exam.

Percentage of the highest Score on an Exam	Grade
93 – 100%	A
90 – 92.99%	A-
87 – 89.99%	B+
83 – 86.99%	B
80 – 82.99%	B-
77 – 79.99%	C+
73 – 76.99%	C
70 – 72.99%	C-
67 – 69.99%	D+
63 – 66.99%	D
60 – 62.99%	D-
less than 59.99%	F

TENTATIVE COURSE OUTLINE

Date	Reading Assignment	Lecture
Tue 8-25		Course Introduction
Thu 8-27	Chapter 1	Introduction to Motor Development
Tue 9-1		
Thu 9-3	Chapter 2	Cognitive and Motor Development
Tue 9-8		
Thu 9-10	Chapter 3	Social and Motor Development
Tue 9-15		
Thu 9-17	Chapter 4	Prenatal Development Concerns
Tue 9-22		No Class – Faculty Furlough Day
Thu 9-24		
Tue 9-29		Exam #1 Chapters 1 - 4
Thu 10-1	Chapter 9	Infant Reflexes

Tue 10-6		
Thu 10-8	Chapter 5	Effects of Early Stimulation and Deprivation
Tue 10-13		
Thu 10-15	Chapter 10	Voluntary Movements of Infancy
Tue 10-20		
Thu 10-22	Chapter 11	Fine Motor Development
Tue 10-27		Paper Due
Thu 10-29	Chapter 12	Fundamental Locomotion Skills of Childhood
Tue 11-3		
Thu 11-5	Chapter 13	Fundamental Object-Control Skills of Childhood
Tue 11-10		Exam #2 Chapters 5, 9 - 13
Thu 11-12	Chapter 6	Growth and Maturation
Tue 11-17	Chapter 7	Physiological Changes: Health- Related Physical Fitness
Thu 11-19		Furlough Day for Mrs. Clair – Class Cancelled
Tue 11-24		
Thu 11-26		Thanksgiving Day – Enjoy!
Tue 12-1	Chapter 14	Youth Sports
Thu 12-3		
Tue 12-8	Chapter 15	Movement in Adulthood
Tuesday, 12-15-09	7:15 – 9:30	Exam #3 Chapters 6, 7, 14, 15

Early Motor Program Critique

Select an early motor education program which you are interested in investigating. Keep in mind that the program must have a primary objective which is movement related. The program must also concern young children (for this assignment that means **3.5 years of age or less**).

Begin an investigation of the program. Seek written information about the program or this type of program. This could include an internet website describing the program, an advertisement directly related to the program, or articles or studies you have found in the library about these kinds of programs. Try to speak to the director or organizer of the program to get as many

specifics as possible. You should also try to speak to participants (or their parents) or former participants to determine their feelings about the program. For example, do they feel they have benefited from the program? Did they believe it was cost effective? Were there clear objectives for the program? Were these objectives achieved? However, do not limit yourself to these forms of investigation. Part of your evaluation will be based on the insight you show in knowing what about the program is important enough to investigate.

The final paper should consist of four major sections (listed below), be typed, double-spaced, and no more than four pages in length.

Four Recommended Sections of Your Paper:

1. Introduction
2. Description of the program
2. Program Critique
3. Recommendations

Introduction - The first part of your paper will introduce the paper. Explain why you selected this program. What's the name and location and how did you find it. What attracted you about this program and does it fit the requirements of this assignment.

Description – In this section of the paper you will describe the programs purpose and typical activities. Your description should include, but not be limited to, the programs goals, the age groups included, the number of instructors and their methods or techniques of instruction. Be sure to reference the sources of your information. Again, your level of insight in determining other pertinent information for this section will be an important criterion for evaluation.

Program Critique - The second section of your paper will critically analyze the program. Express your opinion of the program based on the information you have accumulated. Always give support for any claim you make regarding the program. In other words, if you believe the program achieved a specific goal, explain how and why. In this section you can address such specific concerns as cost effectiveness. Was this a worthwhile expenditure for the participant? What were the qualifications of all involved in overseeing the program? Were qualifications sufficient for the responsibilities assumed? Were the facilities adequate and safe? Was there evidence of any long or short term benefit for the participants? Was the program developmentally appropriate for the children involved? Is there any scientific evidence to support the existence of this type of program? Insight will again be a criterion for evaluation.

Recommendations - Conclude your paper by a section on recommendations. What improvements could you make in this program? However, do not confine your recommendations to programmatic concerns. What recommendations would you make to potential participants? Would you advise parents to enroll their children? Would you if you were a parent? Why or why not?

Criteria for Evaluation:

1. Format
2. Writing clarity
3. Relevance and accuracy of remarks
4. Organization
5. Validity of remarks
6. Substantiation of claims
7. Adherence to assignment guidelines
8. Level of insight demonstrated in paper
9. Detail provided in pages allocated.

Common Problems in Past Papers

1. Program was not related to motor development
2. Children were too old for this assignment
3. Coverage was superficial
4. Lack of insight exhibited
5. Failure to support claims
6. Providing inappropriate references
7. Poor organization

Due Date for Paper: Tuesday, October 27, 2009. Late papers will be penalized one grade for each day late.

Other: Papers are to be typed and double spaced with 1 inch margins on all sides in Times New Roman 12 point font. **Attach all written references (flyer, brochure, course outline) concerning the program to the back of your paper.**