Motor Development KIN 165

- Office: Phone: Email: jinny1994@yeah.net
- Class Time: Tuesday 1500-1750 PM at SPX 77
- Office Hours: Before, during, and after class, or by appointment.

Development of Capacities of

* Critical thinking * Creative thinking * Self-managed learning
* Adaptability * Problem solving * Communication skills
* Interpersonal skills and group-work * Computer/Internet literacy

Active learning is our goal: Developing motivation and determination! Students succeed I succeed!

COURSE DESCRIPTION

Motor Development of the individual from birth to maturity with emphasis on behavior, need, capacities, and interest, 3 units.

Physical growth, body build and motor development through childhood, adolescence and the adult stage. Age and sex differences in typical motor performances. Prerequisite: SJSU requirements.

COURSE CONTENT

This course is designed to introduce the students to the basic theoretical and to a limited extent, practical concepts of motor development of the individual from birth to maturity with emphasis on behavior, need, capabilities, and interest.

COURSE OBJECTIVES

1. To provide the student with a knowledge of the:
   a. Goal and objectives of the discipline of motor development;
   b. Common terms in motor development;
   c. Life span 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;
2. To provide the student with an ability to:
   a. Practically apply the knowledge gained concerning motor development;
   b. Critically analyze research and theory prominent in motor development.

REQUIRED TEXT

COURSE FORMAT & REQUIREMENTS

This course explores the natures, theories, and contexts of human motor development. This is an interactive class and participation on a daily basis is essential. Textbook readings, lectures, class discussion/activities, videos, and projects will be used to emphasize various themes of development.

Students are expected to read assigned chapters prior to appropriate class activities. **Exams will cover both lecture material and reading assignments.** It is student’s responsibility to obtain the materials and present assignments in class. If a student anticipates being absent he/she should complete assigned work prior to the absence. **Scheduled tests, quizzes, and class activities cannot be made up unless serious/compelling reasons exist.** All projects are due on date assigned with **10% automatic deduction for each day late.** Please bring the textbook to the lecture or lab sessions. No chatting while lecturing.

Additional Requirements

* The date and time for the exams or class assignments listed in the class syllabus are tentative in nature and may vary or subject to changes depend upon the progress of the instruction. Date and time for exams and quizzes are typically announced a week ahead of time. The due date for class projects and assignments are typically announced when they are assigned. **It is student's responsibility to know and remember the due dates.**

* If a **student athlete** anticipates being absent due to training or games, he/she has to present the instructor a consent from his/her coach (see last page) (1) specifying the date/time of being absent; (2) indicating the coach and athlete will be responsible for all assignments; (3) guaranteeing that the student will complete assigned work either prior to the absence or a maximum of 5-day-extension after the normal due date (upon Instructor's approval); (4) agreeing that any violation of course requirement will result in deduction of grade, and (5) accepting that the student will turn the completed work to his/her coach, who will verify and sign the completion of the work and then the student submits it to the instructor within the allowable time frame. See last page for more details (including student athletes or non-athlete students)

* Course contents and exam schedule are subject to review and change from time to time at the entire discretion of the instructor. The instructor has the ultimate authorities in explaining the class requirements. **Please keep yourself informed.**

* **Students with documented Disabilities:** If you require an accommodation based on disability, I would like to meet with you in the privacy of my office the first week of the semester to be sure you are appropriately accommodated.

* **Academic Dishonesty:** Academic dishonesty (e.g., cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributed in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.
EVALUATION (2 parts of learning experience)

- Knowledge Acquisition and Renewal:
  Lectures + Chapter Reading + Discussion + Homework + Verbal/Oral/Written Exams (60%)
- Knowledge Expansion and Application:
  Lectures + Video Watching + Discussion + Projects + Presentations (40%)

Quiz 20%
Midterm 40%
Projects/Papers 40% (4, 10 points each)

Overall Grade: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, Less than 59 = F

Course Tentative Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course introductory concepts and terminology, model of motor development (Chapter 1)</td>
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<tr>
<td>2</td>
<td>Cognitive development and its relationship with motor development (Chapter 2)</td>
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<tr>
<td>3</td>
<td>Social development and its relationship with motor development (Chapter 3) <strong>Project 1 due/Presentation</strong></td>
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<tr>
<td>4</td>
<td>Moral development and motor development and complete all topics for Quiz (Chapter 4)</td>
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<tr>
<td>5</td>
<td>Prenatal factors and the relationship to motor development (Chapter 5) Infant reflexes – see reflexes DVD (Chapters 6+10)</td>
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<td>6</td>
<td>Complete early stimulation/deprivation and begin voluntary movements of infancy (Chapter 11+12) <strong>Project 2 due/Presentation</strong></td>
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<tr>
<td>7</td>
<td>Fundamental movement of childhood - see related DVD (Chapter 13+14)</td>
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<tr>
<td>8</td>
<td>Adolescence and issues related to motor development (Chapter 7+8), begin youth sports <strong>Mid-Term</strong></td>
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<tr>
<td>9</td>
<td>Finish youth sports (Chapter 15) and begin adulthood (Chapter 17) and physical activity, <strong>Project 3 due/Presentation</strong></td>
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<tr>
<td>10</td>
<td>Additional Topic: Brain Development and Neural Plasticity Lab experience: Perceptual-Motor Skills</td>
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<tr>
<td>11</td>
<td>Additional Topic: Brain Development and Applications Lab experience: Fundamental Motor Skills-Over arm Throwing</td>
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<tr>
<td>12</td>
<td>Additional Topic: Aging and Geriatric Research Videos</td>
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<tr>
<td>13</td>
<td>Additional Topic: Elite Motor-Sport Performance Videos</td>
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<tr>
<td>14</td>
<td>Additional Topic: Future Motor Development Research <strong>Project 4 due/Presentation</strong></td>
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Course materials are available from [http://www.kin.sjsu.edu/faculty/vgpayne/](http://www.kin.sjsu.edu/faculty/vgpayne/)
Projects/Papers (A total of FOUR; Due every 2-3 weeks; See four Attachments)

Project 1: Physical/Motor Development in Infants and Toddlers 10%
   - Infant Locomotor Skills: Observation
   - Toddler Physical/Motor Skill Skills: Observation
   - Toddler Motor Skills: Interview (use attached form)

Project 2: Physical/Motor Development in Preschool Children 10%
   - Motor Development in Preschoolers: Observation
   - Motor Development in Preschoolers: Interview
   - Individual Gross Motor Development

Project 3: Motor Development in School-Age Children/Adolescents 10%
   - Physical Development and Children’s Books: Critique
   - Advertising and Adolescents Body Image: Critique

Project 4: Physical/Motor Performance of Seniors 10%

All written assignments must be typed, double-spaced, and free of spelling and grammatical errors. Papers that contain excessive spelling and/or grammatical errors may be returned for revision. Only hard copies of the written assignments will be accepted (no email attachments or faxes please)

Criteria for Evaluation of Written and Oral Reporting:
1. Writing (speaking) clarity;
2. Relevance and accuracy of comments;
3. Organization;
4. Validity and relevance of critique;
5. Substantiation of points made in critique;
6. Adherence to assignment guidelines;
7. Level of preparation demonstrated for oral presentation;
8. Depth of information presented in time/space allowed; and

Potential Problems:
1. Plagiarism;
2. Poor writing and wordiness;
3. Writing too much;
4. Boring style during oral presentation – do not read your paper to us!
5. Lack of preparation for oral presentation.

**ATTENDANCE POLICY**

Following instructions outlined in the documents all the time. Class attendance has no direct impact on grading. However, students WILL not be able to earn FULL credit unless they present and submit their written assignments in the class. Each student takes the responsibilities described in this document if he/she misses the classes. Safety and health are always first.
Student Satisfaction Survey

For each course, in addition to the student evaluation conducted at the end of each semester, the instructor constantly seeks and appreciates student feedback related to his instructional effectiveness, style, requirements, clearness of presentation, assignments, and course scheduling. He will try to consider students’ comments and incorporate them into his teaching practice when ever possible, so he can better serve his students. In addition, students’ feedback will be collected through classes, conversations with students, and group meetings. Email will be used to exchange ideas to enhance instruction and learning. Finally, a student course representative will be elected to facilitate the communications between the instructor and students. The following is the survey for the teacher-student communications. When answering the following questions, students will use the scale below in rating their responses.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th></th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1</td>
<td>Are the course requirements clearly communicated</td>
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<td>2</td>
<td>Is the instruction clear most of the time?</td>
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<td>3</td>
<td>Are lectures (lab) and discussion clearly related to the goals of the course?</td>
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<td>4</td>
<td>Are texts and materials clearly related to the goals of the course?</td>
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<td>5</td>
<td>Are exams, quizzes, and assignments clearly related to the goals of the course?</td>
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<td>6</td>
<td>Are class sessions well organized?</td>
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<td>7</td>
<td>Does the instructor make adequate provision for consultation and assistance?</td>
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<td>8</td>
<td>Additional feedback:</td>
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Instructor’s Responsibilities: To facilitate students’ learning in and outside the classroom that include but not limit to answering questions, leading discussions, and stimulating the students.

University Policies

Academic integrity

Academic integrity statement (from SJSU Office of Judicial Affairs):
Your instructor will make every reasonable effort to foster honest academic conduct in his course. He 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. He 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://www.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 approval of instructors.

**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://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.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/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Campus Compliance with the American 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 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**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 skills 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/](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 within all disciplines to become better writers. The Writing Center website is located at [http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at [http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

**PLEASE READ THE ENTIRE CLASS SYLLABUS CAREFULLY.**

**HAVE A WONDERFUL SEMESTER!**
Attachments

Project #1

Physical/Motor Development in Infants and Toddlers

Due: ____/____/____

1. Infant Locomotor Skills: Observation

Observe infants from 6 to 18 months of age. You might find them in a local park, a waiting room in a doctor’s office, or in a day care center, or you may know a friend with a baby. Look for abilities such as:

- reaching and grasping
- sitting
- crawling
- standing
- climbing
- walking
- carrying objects
- pushing or pulling objects

Write a short report discussing your observations in relation to the infants’ ages, physical situations (playpen, heavy snowsuit, open field, and so on), and adult interactions.

2. Toddler Physical/Motor Skill Skills: Observation

Obtain permission to observe toddlers in their home, in a day care center, at a Sunday school nursery, or in play groups. You may also find good observation situations at a local park. Look for physical behavior or motor development such as:

- coordination
- balance
- climbing
- running
- hand manipulation
- eating behavior
- general body appearance

Describe the physical behavior and motor development, including examples. Think about the developmental implications.

3. Toddler Motor Skills: Interview (use attached form)

Interview parents of toddlers or adults who work with toddlers in day care or other situations. Use the interview sheet that follows, and add any questions of your own concerning physical or motor skills. Use the back of the sheet if you like. Summarize your findings.
Toddler Physical Skills

Subject:

1. What physical activities does the child enjoy the most?

2. What physical activities are difficult for the child?


4. How does the child use eating utensils?

5. What are some favorite foods?

6. How would you describe the child’s general muscle coordination?

7. How has the ability to move around independently affected the child’s motor behaviors?

8. Other:
Project #2

Physical/Motor Development in Preschool Children

Due: ___/____/____

1. Motor Development in Preschoolers: Observation

Observe children from 3 to 5 year of age. Look for examples of fine and gross motor development. You might observe children in a park or playground, at a preschool or day care center. Cite examples of fine motor skills (buttoning, painting, pegboard work, and so on) and indicate how well the children handled the task. Do the same with gross motor skills (climbing, hopping, throwing, and so on). Do you see any differences in 3- and 5-year-olds’ motor skills? Do these seem to be any differences in skills of boys and girls? Summarize your findings and discuss your impressions of motor development.

2. Motor Development in Preschoolers: Interview

Interview a preschool teacher (or a parent) to find out how motor development is encouraged at school (or at home). You might ask what activities the teacher/parent uses to encourage fine and gross motor skills, what equipment is used for these skills, and how important the teacher/parent thinks these skills are for the children. Summarize your findings, and list activities and equipment matched with skills that they help to develop.

3. Individual Gross Motor Development (use attached form)

Obtain permission from the parent to interact with a child about 3 years of age. Ask the child to do the things listed on the worksheet that follows. Note whether the child can do the activities, and note which activities are done incorrectly or what problems he/she has with any of the exercises. For example, how many times did the child lose balance and have to step off the balance beam? Summarize your findings and briefly discuss your data.
Individual Gross Motor Development

<table>
<thead>
<tr>
<th>Age in months</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Climb up a few stairs</td>
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<tr>
<td>2. Walk a straight line</td>
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<tr>
<td>3. Walk a circle line</td>
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<tr>
<td>4. Walk a figure eight</td>
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<tr>
<td>5. Walk a balance beam an inch or so off the ground</td>
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<tr>
<td>6. Hop on one foot</td>
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<tr>
<td>7. Jump from a short height</td>
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<tr>
<td>8. Jump over a low obstacle</td>
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<td>9. Run</td>
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<td>10. Skip</td>
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<tr>
<td>11. Throw a ball</td>
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<tr>
<td>12. Catch a ball</td>
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<tr>
<td>13. Other Gross Motor Skills (please specify them here)</td>
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</tbody>
</table>
Physical Development and Children’s Books: Critique

Look for 3 books written for the school-age child on physical fitness, how-to-do-it sports, obesity, and so on. You might try bookstores, public libraries, and elementary school libraries. Evaluate the books in terms of interest, information, encouragement of physical/motor development, and so on. Make a list of the books that you evaluated, keeping notes and comment on each. Which would you recommend and which would you not recommend? Please briefly list and discuss these questions in your written reports (at least one double-spaced page).
Project #4
Physical/Cognitive/Motor Development of Senior Citizens

Due: ____/_____/_____

KIN 165
Dr. Jin Yan

Jim Smith Fall 2013

REVIEW PAPER FOR MOTOR DEVELOPMENT

Reference (APA Style)


1. Summary (half page) including the following information: Purpose, the participants, apparatus/equipment, data collection procedures, major findings, and conclusions

2. Review (half page) including the following information: Your interpretations of the data, criticisms (e.g., weakness), comments, & practical implications.

Specification:

1. Aging populations, motor performance, motor behavior, cognitive and psychological responses.
2. Write 2 complete paragraphs (half page for each section- summary & review): typed, single-spaced, and with sub-title.

General guidelines for writing a review paper:

1. Choosing an interesting topic
2. Selecting an appropriate article
3. Reviewing the article
4. Using APA format
5. Attaching the photo copy of the complete article you review (the actual article, no computer printouts will be accepted)

Selected Journals:
1. Research Quarterly for Exercise and Sport
2. Journal of Motor Behavior
3. Experimental Aging Research
4. Journal of Gerontology: Medical Science
5. Journal of Gerontology: Psychology
6. Age and Aging
7. Journal of Human Movement Studies
8. Quarterly Journal of Experimental Psychology
9. Psychology and Aging
10. Human Performance
11. Acta Psychologica
12. British Journal of Psychology
14. Journal of the American Geriatrics Society
15. Journal of Aging and Physical Activity
16. Experimental Neurology
17. Biological Cybernetics
18. Journal of American Medical Association (JAMA)
19. Trends in Neuroscience
20. Journal of Geriatric Nursing
21. Journal of Neuroscience