

San José State University
Kinesiology 165 (Section 1) - Motor Development
 College of Applied Sciences and Arts
 Department of Kinesiology

Instructor:	Dr. Seung Ho Chang
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Office Hours:	MW 12:00pm - 1:00 pm & by appointment
Class Days/Time:	MW 9:00am -10:15am
Classroom:	SPX 151

Course Description

Motor development of the individual from birth to maturity. Emphasis upon motor behavior, needs, capacities and interests. Prerequisite: KIN 070 / 3 units.

Learning Outcomes

Kinesiology Undergraduate Major Program Learning Outcomes (PLOs)

At the end of a Bachelor of Science degree program in the Department of Kinesiology, students will be able to:

- ✓ explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology (PLO #1)
- ✓ effectively communicate in writing (clear, concise and coherent) on topics in kinesiology (PLO #2)
- ✓ effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology (PLO #3)
- ✓ utilize their experiences across a variety of health-related and skill-based activities to inform their scholarship and practice in the sub-disciplines in kinesiology (PLO #4)
- ✓ identify and analyze social justice and equity issues related to kinesiology for diverse populations (PLO #5)

Course-Specific Learning Outcomes

Goals of this course are:

- 1) To provide the student with knowledge of the:
 - a. Goals and objectives of the discipline of motor development (PLO #1).
 - b. Common terms in motor development (PLO #1).
 - c. Lifespan motor development "stages" and their characteristics (PLO #1 and #2).
 - d. Scientific literature in the field of motor development (PLO #1, #2, and #3).
 - e. Related cognitive, social, and moral development theory and implications for motor development (PLO #1, #2, #3, and #5).

- f. ability to develop motor and physical activity programs (PLO #4).
- 2) To provide the student with the ability to:
- Practically apply the knowledge gained concerning motor development (PLO #1 and #4).
 - Critically analyze research and theory prominent in motor development (PLO #1, #3, and #5).

Required and Recommended Texts:

- Payne, V.G., & Isaacs, L.D. (2016). *Human motor development: A lifespan approach* (9th ed.), Routledge: London (Required).
- Gallahue, D.L., Ozmun, J.C. & Goodway, J. D. (2012). *Understanding Motor Development: Infants, Children, Adolescents, Adults*. (7th ed.), McGraw-Hill: NY. (UMD) (Recommended).

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

Class Protocol

All students should demonstrate respect for themselves, each other, and the instructor at all times.

1) Professionalism/Active Participation:

- Students are expected to arrive and settle by the beginning of lecture.
- While you are in class, the instructor expects that you participate. That means that you should:
 - Actively prepare by reading any assigned materials,
 - TALK (ask and answer questions),
 - Bring your ideas, and
 - Refrain from anything not class related during class (newspapers, readings for another class, text messages, etc.)
- Students who show unprofessional/disruptive behaviors (e.g., using electronic devices, texting, sleeping, chatting, browsing, reading/studying other materials) will be asked to leave the classroom.

2) Electronic Devices:

- Cell phones should be turned off during class. A vibrating cell phone is still an activated cell phone.
- All headsets/ear buds must be removed upon entering the class.
- Texting, e-mailing, or surfing on your cell phone or laptop are not appropriate classroom activities.
- Students who engage in these activities will be asked to leave the classroom.

3) Examination and Quiz :

- a. Exams or quizzes will be administered only on the specified dates. No make-up exams and quizzes are administered. However, the instructor reserves the right to give make-up exams or quizzes because of unforeseen valid emergencies which can be officially documented in writing and notified to the instructor via email within 24 hours. Make-up work is only allowed upon presentation of valid medical or legal evidence.
- b. Should a make-up exam and quiz be given, it may differ in style from the original exam or quiz. If a student has a conflict due to an excused absence the exam or quiz, the instructor can arrange for the exam or quiz to be taken before the test date except for on-line quiz.

4) Assignment:

- a. All assignments (except in-class assignments (activity)) must be typed and submitted to the proper submission folder in Canvas.
- b. All assignments turned in late will result in a **20% grade reduction** for each class day the assignment is late, unless a documented and compelling reason is provided.
- c. All written work is intended to be the creation of the individual turning in the assignment; no student may use another student's work and claim it as his/her own. Correctly use referenced materials. Do not plagiarize. It is the role and obligation of each student to be aware of the University's Academic Integrity Policy (S04-12).

5) Email Etiquette:

When communicating with the instructor via email, you must follow the etiquette below; otherwise the instructor reserves the right of not replying to your email.

- a. Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the instructor prioritize reading your email.
- b. Just like a written letter, be sure to open your email with a greeting such as Hello Dr. Chang.
- c. Introduce yourself (your name and what class you are taking).

Course Assignments:

1. Assignments (2) = **18pts** (PLO #1 and #2)
2. Class activities (Group discussions & Lab sessions) (6) = **12pts** (PLO #3 and #4)
3. Quizzes (6) = **30pts** (PLO #1, #2, and #5)
4. Exams (#1= 40pts / #2= 30pts / #3= 40pts) = **110pts** (PLO #1, #2, and #5)
5. Service learning assignment = **30pts** (PLO #3, #4, and #5)
 - ✓ Lesson plan = 5 pts
 - ✓ Teaching = 20 pts
 - ✓ Reflection paper = 5 pts

TOTAL: 200 points

Grading

Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.

A+ 98-100%	A 93-97%	A- 90-92%
B+ 88-89%	B 83-87%	B- 80-82%
C+ 78-79%	C 73-77%	C- 70-72%
D+ 68-69%	D 63-67%	D- 60-62%
F < 60%		

University Policies

Please note that detailed information about the following information can be found at www.sjsu.edu/gup/syllabusinfo/ Please familiarize yourself with this information.

- General Expectations, Rights and Responsibilities of the SJSU Student
- Dropping and Adding
- Consent for Recording of Class and Public Sharing of Instructor Material
- Academic integrity
- Campus Policy in Compliance with the American Disabilities Act
- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling and Psychological Service

KIN 165-3 Motor Development, Fall 2018: Course Schedule

Wk	Date	Topic	Readings, Assignments, Deadlines
1	8/22 (W)	Course introduction / Review syllabus	
2	8/27 (M)	Introduction to MD: Terms, Trends, & Stages	Ch. 1 - pp. 1-11 / 1st Assignment Due
	8/29 (W)	Introduction to MD: Trends, & Stages	Ch. 1 - pp. 1-11 /
3	9/3 (M)	Labor Day	No class
	9/5 (W)	Introduction to MD: Models	Group discussion #1 Ch. 1 - pp. 11-21
4	9/10 (M)	Cognitive & MD: Stages of Jean Piaget's theory	Quiz #1 Ch. 2 - pp. 24-29
	9/12 (W)	Cognitive & MD: Stages of Jean Piaget's theory & Adulthood: General Theories	Ch. 2 - pp. 30-41
5	9/17 (M)	Social & MD: Social Influences on MD (Infancy to adolescence)	Quiz #2 Ch. 3 - pp. 46-60
	9/19 (W)	Social & MD: Social Influences on MD (Adulthood)	Ch. 3 - pp. 60-70
6	9/24 (M)	Cognitive, Social & Motor Development	Quiz #3 Group discussion #2
	9/26 (W)	Observing Marketing and Gender Stereotyping Service Learning (Motor Skill Program)	
7	10/1 (M)	Exam #1 Prep	2nd Assignment Due
	10/3 (W)	Exam #1	Ch.1 –Ch. 3
8	10/8 (M)	Infant Reflexes & Stereotypies	Ch. 9
	10/10 (W)	Growth & Maturation (Reading / Canvas)	Ch. 10 Quiz #4 (Canvas)
9	10/15 (M)	Infant Reflexes & Stereotypies / Voluntary Movement of Infancy #1	Ch. 9 & 10
	10/17 (W)	Overview of Fundamental FMS #1 (Reading / Canvas)	Ch. 12 & 13 Quiz #5 (Canvas)
10	10/22 (M)	Voluntary Movement of Infancy #2	Ch. 9 & 10

	10/24 (W)	Overview of Fundamental FMS #2 & Teaching Fundamental Motor Skill (FMS)	Ch. 12 & 13 /
11	10/29 (M)	Locomotor Skills	Lab #1
	10/31 (W)	Object-Control Skills	Lab #2
12	11/5 (M)	Exam #2	<u>Ch. 9-10 & Ch.12-13</u>
	11/7 (W)	Assessment of Motor Skills (Reading / Canvas)	Ch. 16
13	11/12 (M)	<i>Veteran's Day</i>	No Class
	11/14 (W)	Assessment of Motor Skills / FMS Assessment #1	Group discussion #3
14	11/19 (M)	FMS Assessment #2	Group discussion #4
	11/21 (W)	<i>Thanksgiving Holiday</i>	No Class
15	11/26 (M)	Specialized Movement Skills	Quiz #6 / Ch. 17 (UMD)
	11/28 (W)	Physical Development	Related Ch. 7 / Ch.13 (UMD)
16	12/3 (M)	Youth Sports	Ch. 14
	12/5 (W)	Movement in Adulthood	Ch. 15
17	12/10 (M)	Final Exam Prep	
	12/12 (W)	Exam #3 - 8:30am	<u>Ch.7, Ch. 14-16, Ch.17 (UMD)</u>

- Subject to change with fair notice.
- Changes will be announced in class and/or posted on Canvas.