

San José State University
Kinesiology 265 – Advanced Motor Development
 College of Applied Sciences and Arts
 Department of Kinesiology

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| Instructor: | Dr. Seung Ho Chang |
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| Office Hours: | MW 12:00pm - 1:00 pm & by appointment |
| Class Days/Time: | Thursday 4:00pm - 6:45pm |
| Classroom: | SPX 153 |

Course Description

A seminar designed to examine specific theory and research related to the movement changes that occur across the lifespan. Involves interpretation of recent related research and individually guided investigation of a specific area of concern in motor development. Three units.

Learning Outcomes

Kinesiology Graduate Program Learning Outcomes (PLOs)

Students will

- ✓ Conduct and critique research using theoretical and applied knowledge
- ✓ Interpret and apply research findings to a variety of disciplines within kinesiology
- ✓ Effectively communicate essential theories, scientific applications, and ethical considerations in kinesiology
- ✓ Acquire skills to become agents of change to address issues in kinesiology through the application of knowledge and research

Graduate Motor Development Course Learning Objectives

Upon successful completion of this course, students will:

- ✓ Explain the principles of motor development and apply them to the learning and teaching of motor skills.
- ✓ Describe the basic movements of infancy.
- ✓ Identify and assess the movement characteristics of children's fundamental motor skills using the total body approach and Test of Gross Motor Development 2.
- ✓ Identify the interaction between the social and cognitive domains and the motor domain from a dynamic systems perspective.
- ✓ Describe the physical growth of an individual from prenatal to adolescence.
- ✓ Interpret the impact of physical growth and biological maturity on the motor performance of young children and adolescents.
- ✓ Debate and critique current trends and issues in motor development research.

- ✓ Identify prominent researchers who have contributed significantly to our understanding of developmental processes.
- ✓ Consider the role of motor competence in promoting physical activity.
- ✓ Present a developmental project in a poster session.
- ✓ Discuss changes in motor skill development across the lifespan.
- ✓ Identify and critique major types of developmental research.

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.

Exams

There are two exams, a midterm and a cumulative take home final.

1) **Midterm Exam**

- ✓ The midterm exam is scheduled for Thursday, October 11, 2019 from 4:00 pm until 5:20 pm. It will assess knowledge of the information presented in the first half of the semester. It be composed of multiple choices and true/false questions.

2) **Final Exam**

- ✓ Students will be given a take-home written exam to complete covering the lecture content and readings from the entire course.

Assignments

Rubrics for all assignments can be found on Canvas website:

1) **Research Summaries** – Students will be assigned a specific article to summarize each week.

Students will complete a specific set of summary questions. Students will be responsible for posting this summary to Canvas website and presenting this article in small or large group discussions. Students will turn in a hard copy of the research summary at each class session.

2) **Assessment of child (TGMD-2)** – Students will evaluate the fundamental motor skills of a designated child using the Test of Gross Motor Development-2. A written report will be completed for the child involving observed performance, normative values, indication of developmental appropriateness, and suggested activities in which the child could engage to promote motor skill development. The report will be written from the standpoint of providing it to a parent for motor skill instruction.

3) Final paper

Research Paper – Students will write a research paper on an approved topic relative to motor development, physical activity and/or physical growth.

4) Oral presentations - Students will engage in a presentation session. Students will develop a power point of their final project and present these findings.

- ✓ Pre-review presentation
- ✓ Final presentation of class project

5) In class discussion & participation – Students are expected to come to class and contribute in significant ways to class discussion. It includes on-line and in class discussions.**Class Protocol**

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

1) Professionalism/Active Participation:

- a. Students are expected to arrive and settle by the beginning of lecture.
- b. 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.)
- c. 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:

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

3) Examination:

- a. Exams will be administered only on the specified dates. No make-up exams are administered. However, the instructor reserves the right to give make-up exams 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 be given, it may differ in style from the original exam. If a student has a conflict due to an excused absence the exam, the instructor can arrange for the exam to be taken before the test date.

4) Assignment:

- a. All assignments 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. Assignment #1 (Introducing Yourself) = Criterion referenced
2. In class discussion & participation = **50pts**
3. Assessment of child (TGMD-2) = **50pts**
4. Research summary = **30pts**
5. Presentation = **30pts**
 - ✓ Pre-review presentation 10 pts / Presentation of final project = 20 pts
6. Exam = **120pts**
 - ✓ Midterm = 70 pts / Final = 50 pts
7. Research Paper = **70pts**

TOTAL: 350 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.

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| 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 265 Advanced Motor Development, Fall 2018: Course Schedule

| Date | Topic | Readings, Assignments, Deadlines |
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| Week 1 August 23 rd | Introduction to course, assignments, evaluation, etc. | 1st assignment due (Aug, 28th) |
| Week 2 August 30 th | What is motor development? The mountain of motor development (Canvas) | Clark & Metcalfe (2002) Clark & Whittall (1989) Discussion #1 |
| Week 3 September 6 th | Introduction to motor development - Terms, Trends, & Models | Ch. 1 |
| Week 4 September 13 th | Cognitive & motor development - Jean Piaget's theory / General Theories | Ch. 2 Discussion #2 |
| Week 5 September 20 th | Social & motor development - Social Influences on MD (Infancy to Adulthood) | Ch. 3 Discussion #3 <i>Paper - Approve Paper Topic & Key Words</i> |
| Week 6 September 27 th | Movement across lifespan - Infant Reflexes & Stereotypies - Voluntary Movement of Infancy | Ch. 9 & 10 |
| Week 7 October 4 th | - Pre-Review Presentations - Review for the Midterm Exam | Discussion #4 |
| Week 8 October 11 th | Midterm Exam | <i>Paper – Search Summary & Articles</i> |
| Week 9 October 18 th | Fundamental motor skills (Canvas) - Stage Theory & FMS Developmental Sequences - Locomotor Skills & Object Control Skills | Strohmeyer et al. (1991) Lorson et al. (2013) Garcia & Garcia (2002) Cohen et al. (2011) Discussion #5 |
| Week 10 October 25 th | Motor interventions - Instructional Interventions in FMS - Intervention Efficacy | Robinson & Goodway (2009) Veldman et al. (2017) Hürmeriç Altunsöz & Goodway (2016) Discussion #6 Research Summary #1 |
| Week 11 November 1 st | Assessment of Motor Skills - Different assessment tools - Test of Gross Motor Development -2 - Prepare for testing next week | Cools et al. (2008) Logan et al. (2011) Goodway & Branta (2003) Discussion #7 Research Summary #2 <i>Paper - Summary of Research Articles</i> |
| Week 12 November 8 th | Testing of Children in Lab | <i>TBA</i> |
| Week 13 | Motor Competence and Physical | Barnett et al. (2008) |

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| November 15 th | Activity - Relationship between motor competence & physical activity | Stodden et al. (2008) Palmer et al. (2017) Research Summary #3 Discussion #8 Child assessment report due |
| Week 14 November 22 nd | <i>Thanksgiving Holiday</i> | <i>No Class</i> |
| Week 15 November 29 th | Final Presentations | Discussion #9 |
| Week 16 December 6 th | Final Presentations | Discussion #10 Final Papers due |
| December 12 th | Final Exam | |

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