

San José State University
Department of Kinesiology
Kinesiology 165 - Motor Development
Section 3, Fall 2015

Instructor:	Dr. Greg Payne
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Office Hours:	Monday and Wednesday 9 – 10am
Class Days/Time:	Monday and Wednesday, 10:30 – 11:45am
Classroom:	SPX 163

Course Description

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

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.

Required Text

Payne, V.G., & Isaacs, L.D. (2012). *Human motor development: A lifespan approach* (8th Ed.). New York: McGraw-Hill.

Grading Policies

1. Late papers will be accepted, make-up exams, and incompletes assigned only when **serious and compelling reasons exist**.
2. No extra credit will be awarded.

Evaluation

Exam #1	25% (Bring Scantron T&E 0200)
Exam #2	30% (Bring Scantron T&E 0200)
Exam #3	30% (Bring Scantron T&E 0200)
Paper	15%

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.

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://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/> .

KIN 165 – Motor Development, Section 3, Fall 2015
Course Schedule

Day	Date	Topics, Readings, Assignments, Deadlines
1	8/24	Introduction to course
2	8/26	Introductory concepts and terminology (Notes - Unit 1, Book - Chapter 1)
3	8/31	Continue introductory concepts and terms and model of motor development
4	9/2	Complete introductory concepts and terms and model of motor development
5	9/7	<u>No class – Labor Day and campus is closed</u>
6	9/9	Piaget and cognitive development (Unit 2, Chapter 2)
7	9/14	Complete Piaget's theory and implications for motor development
8	9/16	Socialization, social development and implications for human movement (Unit 3, Chapter 3)
9	9/21	Moral and motor development (Unit 4, Chapter 4)
10	9/23	Complete topics and discuss exam
11	9/28	<u>Exam #1</u>
12	9/30	Prenatal factors and motor development (Unit 5, Chapter 5)
13	10/5	Continue prenatal factors and begin infant reflexes
14	10/7	Complete prenatal factors
15	10/12	Effect of early stimulation/deprivation (Unit 6, Chapter 6)
16	10/14	Begin infant reflexes (video) (Unit 7, Chapter 10)

17	10/19	Voluntary movements of infancy (Unit 8, Chapter 11, 12)
18	10/21	Fundamental movements (Unit 9A, Chapter 13)
19	10/26	Complete fundamental movement (Unit 9B, Chapter 14)
20	10/28	Adolescence and motor development (Unit 10)
21	11/2	Complete topics and discuss second exam
22	11/4	<u>Exam #2</u>
23	11/9	Physical fitness, activity, and motor development (Unit 10A, Chapter 7) effects of physical activity on development, obesity, and physical inactivity
24	11/11	<u>No class, Veteran's Day and campus is closed</u>
25	11/16	Continue fitness
26	11/18	Continue fitness, activity and motor development (Chapter 8)
27	11/23	Youth Sports (Unit 11, Chapter 15)
28	11/25	Complete youth sports
29	11/30	Adulthood, aging and physical activity (Unit 12, Chapter 17)
30	12/2	<u>Paper Due</u> , Complete adulthood and physical activity
31	12/7	Complete topics, discuss last exam
32	12/15	<u>Exam #3, Tuesday, 9:45am</u>

Motor Development Case Study Assignment Motor Development (KIN 165)

Select an interesting and unique individual performing a movement task that interests you. For the purpose of this assignment, keep in mind that some movements are much easier to describe than others. For the purposes of this assignment, simpler is better. Describe the person that you observed and

describe his/her movement performance. Specifically, explain what the person's body is doing during the performance of the movement activity. Then, using your own experiences, insight concerning the movement task, common knowledge, and information learned in class, describe the movement performed by the same person as you believe it would be performed in the future. "Future," for this assignment simply means enough time in days, months, or years that the movement would be performed significantly differently even though the person is trying to perform the exact same movement. This time span will vary depending upon the movement task you've selected and the age of the performer. For example for an infant, you may see significant change in a couple of weeks. However, for a young adult, it may take years to see significant changes in certain specific movements. Remember, depending upon the age of the person you selected, your future description could be a progression or a regression. Finally, give recommendations as to how the person could improve in this movement. In other words, what can they do to move closer towards perfection of the movement task in question? These recommendations are only for the purposes of this paper and do not need to be shared with the person. Your paper should be approximately three double-spaced pages in size 12 font.

THERE ARE FOUR SECTIONS WHICH SHOULD BE GIVEN SIMILAR EMPHASES IN YOUR PAPER

1. description of the person – Who is this person?
2. description of the person performing the selected movement task – What is she/he doing, exactly?
3. description of the person performing the same movement in the "future." What would he/she look like if performing this task in the future?
4. recommendations to facilitate the person's progress in this movement task. What might the person do to improve in their performance?

POINTS TO CONSIDER

1. After observing the person moving, you may want to interview him/her to gain insight concerning his/her present or future movement. Though this assignment can be accomplished without the interview, talking to the subject may facilitate the project and provide important insights.
2. While an individual about your age will most likely be the easiest person to locate and serve as the subject for your paper, you may find this assignment to be more interesting and educational, if you select someone who is much older, younger, or somehow different than you.
3. Select a movement task that interests you, so the project is more meaningful and fun to complete.

COMMON PROBLEMS ON PAST PAPERS

- failure to include all sections, or treat all sections unevenly.
- poor writing, too general or wordy.

- failure to describe the person's bodily movement and a tendency to describe the person's emotions during or after the movement.
- describing movement in global terms like "turned," or "twisted." Describe specifically what you mean by "turn" or "twist."
- describing too superficially. Remember, the instructor must be able to visualize the movement from your description without seeing the movement being performed.
- making recommendations (in last section) which only apply to movement technique. Recommendations section should also include ideas concerning lifestyle modifications that would facilitate improvement.
- exceptionally brief description of the person in section 1.

CRITERIA FOR EVALUATION

1. format, organization
2. writing clarity
3. relevance and accuracy of your comments
4. adherence to the project assignment
5. creativity, innovativeness, originality
6. comprehensiveness of descriptions in the pages allotted.