

San José State University
Department of Kinesiology
Kinesiology 165 - Motor Development
Section 4, Fall 2017

Instructor:	Dr. Greg Payne
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Office Hours:	Tuesday and Thursday 10:30 – 11:30am
Class Days/Time:	Tuesday and Thursday, 7:30 – 8:45am
Classroom:	SPX 151

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. (2016). *Human motor development: A lifespan approach* (9th Ed.). London: Routledge.

Grading Policies

1. Late papers will be accepted, make-up exams arranged, and incompletes (I) 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

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 Services

The website for [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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.

KIN 165 – Motor Development, Section 4, Fall 2017

Course Schedule

Day	Date	Topics, Readings, Assignments, Deadlines
1	8/24	Introduction to course
2	8/29	Introductory concepts and terminology (Unit 1 – Study Notes, Book Chapter 1)
3	8/31	Continue introductory concepts and terms and model of motor development
4	9/5	Complete introductory concepts and terms and model of motor development
5	9/7	Piaget and cognitive development (Unit 2, Chapter 2)
6	9/12	Continue cognitive development/relationship to movement
7	9/14	Complete Piaget's theory and implications for motor development
8	9/19	Socialization, social development and implications for human movement (Unit 3, Chapter 3)
9	9/21	Continue social development
10	9/26	Moral and motor development (Unit 4)
11	9/28	Complete topics and discuss exam
12	10/3	<u>Exam #1</u>
13	10/5	Prenatal factors and motor development (Unit 5, Chapter 4)
14	10/10	Continue prenatal factors and begin infant reflexes Complete prenatal factors
15	10/12	Complete prenatal factors and begin infant reflexes (Unit 7, Chapter 9)
16	10/17	Continue infant reflexes (see video)
17	10/19	Begin effect of early stimulation-deprivation (Unit 6, Chapter 5)
18	10/24	Complete stimulation-deprivation and begin voluntary movements (Unit 8, Chapter 10)
19	10/26	Complete voluntary movement and begin fundamental movement (Unit 9A, Chapter 12)
20	10/31	Complete fundamental movement (Unit 9B, Chapter 13), <u>**Paper Due**</u>
21	11/2	Adolescence and motor development (Unit 10)

Day	Date	Topics, Readings, Assignments, Deadlines
22	11/7	Complete topics and discuss second exam
23	11/9	<u>Exam #2</u>
24	11/14	Physical activity, obesity, and motor development (<u>Unit 10A, Chapter 6</u>)
25	11/16	Continue fitness
26	11/21	Continue fitness, activity and motor development (Chapter 7)
27	11/23	No Class - Thanksgiving
28	11/28	Youth Sports (Unit 11, Chapter 14)
29	11/30	Complete youth sports
30	12/5	Adulthood, aging and physical activity (Unit 12, Chapter 15)
31	12/7	Complete adulthood and physical activity
33	12/15	<u>Exam #3, 8 – 9:15am - Friday</u>

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 that is movement oriented. The program must also be designed for young children (for this assignment that means 3.5 years of age or less).

Begin an investigation of the program by observing a session of the program. Seek written information about this specific 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, organizer, or teacher of the program to get as many specifics as possible. You should also try to speak to parents 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 size 12 font, 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 program. Explain why you selected this program. What is the name and location of the program and how did you find it. What attracted you about this program and how 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 unrelated to motor development
2. Children involved were too old for this assignment
3. Coverage was superficial
4. Lack of insight was exhibited
5. Failure to support claims
6. Providing inappropriate references or appropriate references in inappropriate places
7. Poor organization
8. Paper focused on a business or a facility (e.g., YMCA or a city community center), rather than a program within such an institution, business, or facility.