

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Kinesiology

KIN 325 - Motor Development

Course Information

Instructor Information

Units: 3 Instructor: Jennifer Romack, Professor

Semester/Year: Spring 2008 Office: RE285

Class #: 13158/13160 Phone: (818) 677-3219

Location: M Section - RE278 Office Hours: MW 1130 – 1300, Th 1900 – 1930, and appt.

W Section - RE155 Email Address: jennifer.romack@csun.edu

Meeting Time: 1400 – 1650 Web Address: <http://www.csun.edu/~hckin016>

Course Description

Welcome to Motor Development, a course that aims to enhance your ability to view human motor behavior through a developmental lens. Because everyone moves and these movements tend to change over the life span, the content of this course is relevant to you today, as well as after you graduate. In this course you will become more aware of how your movement skills developed to what they are today, and the developmental trajectory by which these skills may change as you age.

Required Textbook

The course text is Life Span Motor Development (2004) by Kathleen Haywood and Nancy Getchell. Reading assignments should be done before coming to class. Bring your text with you to class, as regular discussions of text content will occur during class.

Student Learning Outcomes for Motor Development1

Upon completion of this course, you will be able to:

1. differentiate developmental issues from other issues (e.g. growth, learning, adaptation, maturation). SLO 1 and 5
2. analyze current issues pertaining to human movement through a developmental lens. SLO 2 and 5
3. apply different theoretical perspectives in explaining change in human motor behavior. SLO 1,2, and 5
4. recognize individual differences in growth by comparing and contrasting patterns of human growth, and relate these patterns to biological maturation. SLO 2 and5
- 5.

discuss the developmental periods when rapid change in body systems makes them particularly sensitive to external influences (e.g. deprivation and enrichment). SLO 1

6.

synthesize how the body systems interact at various times on the life span continuum. SLO 1, 2 and 5

7.

use various levels of analyses (e.g. performance scores, growth measures, developmental sequences, or kinematic data) to study motor development. SLO 1, 2 and 5

8.

describe various types of infant motor behaviors, and the nature and relation of these behaviors. SLO 5

9.

compare and contrast intra and inter-task developmental sequences of motor skills. SLO 1, 2 and 5

10.

interpret an individual's motor behavior as "more" or "less" advanced on a developmental continuum rather than as "good" or "bad." SLO 2 and 5

11.

employ principles of motion and stability to accurately analyze quality of a movement skill. SLO 1,2, 5 and 6

12.

compare and contrast movement characteristics of various fundamental or functional movement skills across diverse populations, including various age groups, healthy individuals, and people with disabilities or special needs. SLO 1,2, 5, and 6

13.

create a developmental task analysis. SLO 2

1 Each student-learning outcome for this course targets one or more of the Department of Kinesiology Student Learning Outcomes (indicated in the syllabus as italicized SLOs). A complete description of these Student Learning Outcomes can be found on the instructor's webpage.

Student Performance Evaluation

40% Readiness

Learning is not a spectator sport.² Fundamentally, the responsibility to learn is your's and yours alone. For learning to happen in any course, you must take an active role in the process. For our class, you are expected to come to class "prepared" and "ready to learn," which requires you "to read and study" the assigned reading "before" you come to class. Being prepared for class enables you to construct a knowledge base on which subsequent learning rests.

During our class, we don't "cover" content, which means I talk less to get you to talk about what you are learning. You will be engaging in Learning Tasks (out-of-class and in-class) that require you to (a) use a variety of reasoning strategies to address content, issues and problems, and (b) write reflectively about what you are learning, how it relates to what you already know, and how it relates to your life.

Your performance on Learning Tasks will be evaluated using a rubric, with a minus indicating unsatisfactory performance (55%), a check indicating work that satisfactorily meets readiness expectations (75%), and a plus indicating strongly engaged, high-quality performance (100%). Learning Tasks cannot be emailed to the instructor, or made up; therefore, if you anticipate missing class, and a Learning Task is due, deliver your assignment to one of your peers and have he or she submit your assignment in class.

30% Exam: A multiple-choice and essay exam that includes material from class and any assigned readings.

5% Jeopardy

25% Cumulative Project

Grading Scale: A plus/minus A-F letter grading system is used in this course.

A 93-100 B+ 88-89 C+ 78-79 D+ 68-69 F < 60

A-90-92 B 83-87 C 73-77 D 63-67

B- 80-82 C- 70-72 D-60-62

Course Attendance Policy

Readiness and active participation are crucial contributors to your learning. Although there is no strict attendance policy, a significant portion of your performance in this course is the evaluation of your preparation for class. For a more detailed description, see "Readiness" under Student Performance Evaluation.

Student with Disabilities

This instructor, in conjunction with California State University Northridge, is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the office of Students With Disabilities Resources located in 110 Student Services Building, or call (818) 677-2684 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any

requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

Statement of Cheating and Plagiarism

Each student is expected to be familiar with, and abide by, the conditions of student conduct, as presented in the CSUN Catalog (Appendix C), with emphasis on sections entitled, Student Conduct Code, Academic Dishonesty,

2 (Chickering & Gamson, 1987)

Faculty Policy on Academic Dishonesty, and Penalties. Any student engaging in academic dishonesty (e.g., cheating, fabrication, facilitating academic dishonesty, plagiarism) is subject to discipline, which may include a failing grade in the course, and may also be subject to more severe discipline by the University.

Course Sequence

There is a course sequence that supplements this syllabus. The sequence is a tentative outline of the topics and assignments for this semester. In most instances, the course sequence schedule will be followed; however, due to extenuating circumstances, it may be necessary for the instructor to make changes in the schedule or assignments. It is the responsibility of each student to know and follow all the written guidance given in this syllabus and the course sequence.

