

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Kinesiology

KIN 325L - Motor Development Laboratory
Wednesday Section

Course Information

Units: 1
Semester/Year: Spring 2008
Location: RE178
Class #: 13157
Meeting Day: Wednesdays
Meeting Time: 0900 – 1050

Instructor Information

Instructor: Jennifer Romack, Professor
Office: RE285
Phone: (818) 677-3219
Office Hours: MW 1130 – 1300, Th 1900 – 1930, and appt.
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Course Description

A laboratory experience designed to observe and examine motor development concepts and issues and to develop skills in gathering data, analyzing results, and comparing results to the existing body of knowledge.

The most unusual aspect of this course is its community service-learning component. Community service-learning is the opportunity to integrate the abstract elements of an academic course with concrete examples experienced in a community setting. To accomplish the learning objectives of this course you will participate in a community service-learning project that integrates Motor Development content while addressing a community need. The service-learning process is a mutual exchange of knowledge, information, and service between you and individuals (children and adults) at your community site.

Student Learning Objectives¹

At the completion of this course, you will be able to:

Understand and Apply Knowledge Related to Motor Development

1. Apply motor development concepts, theories, and issues during the planning and implementation of a community project. *SLO 1, 2, and 5*
2. Apply a quantitative or qualitative assessment of movement skills in a diverse population, including various age groups, healthy individuals, and individuals with disabilities or special needs, via observing video records or real time performance. *SLO 1, 2 and 5*
3. Apply an ecological perspective in designing developmentally appropriate activities for a diverse population, including various age groups, healthy individuals, and individuals with disabilities or special needs. *SLO 1, 2, and 5*
4. Evaluate the developmentally appropriateness of movement activities designed for a specific population. *SLO 2*

Develop Inter- and Intra-Personal Learning

1. Apply effective communication techniques for working with your peers and community agency. *SLO 5*
2. Recognize the importance of effective communication. *SLO 5*
3. Explore one's own personal values and ethics. *SLO 5*

Develop Community Awareness and Practice Community Engagement

1. Demonstrate an understanding about a particular community or population in the community. *SLO 2*
2. Apply effective problem solving and thoughtful decision-making skills in a community setting. *SLO 5*

Demonstrate a Commitment to Life-long Learning

1. Engage in new experiences and assume unfamiliar roles, accepting challenges in the process. *SLO 5*
2. Extract meaning from an experience by engaging in effective self-reflection. *SLO 5*

¹ Each student-learning outcome for this course targets one or more of the six 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 webpage of the course instructor.

Course Content

- I. Introduction to Service Learning
- II. Application of Motor Development Terminology and Theory
- III. Developmental Appropriateness
- IV. Observing and Assessing Motor Behavior
- V. Examining Biological, Psychosocial, and Socio-cultural Factors that Influence an Individual's Motor Behavior over the Life Span

Student Performance Evaluation

20% Service-learning Foundation

Readiness

Learning is not a spectator sport.² Fundamentally, the responsibility to learn is yours 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 about the content, and how it relates to your life. Your performance on these 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 made up and late Learning Tasks are not accepted.

- Email Account: At times during the semester, I will contact you using a class email list. For my list to be effective, you must activate your campus email account and monitor your email. You may activate your campus email by going to <http://www.csun.edu/it/services/useridandpass.html> or if you prefer to receive campus email to a non-campus email account, such as Yahoo or Hotmail, you must configure mail-forwarding to that account.
- All other forms and articles instructed to be downloaded and/or printed and brought to class on date indicated by syllabus (e.g., Furco article, Tuberculosis shot verification, Contact Information Forms, Student's Evaluation of Community Placement, various rubrics, etcetera.)
- Community Partner's Evaluation of Student
- Peer Evaluation
- 20 Service-Learning Hours (2 hours a week for 10 weeks) – Each student is expected to complete 20 hours (which includes travel time) at his or her community agency. Completed hours less than 20 hours will result in the following: Final course grade dropped one letter grade for every week (2 hours) missed after the first absence (thus, one, and only one, absence is excused.)

5% Oral Presentation

75% Lab Portfolio

Academic credit in this course is not awarded for doing service but rather for demonstrating the knowledge and abilities you have acquired from your community service-learning project. A portfolio is defined as “a

² (Chickering & Gamson, 1987)

purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in a given area." The purpose of your service-learning project this semester is for you to learn about motor development and yourself. Contents of your portfolio should be kept in three-ring hard binder ($\leq 1\frac{1}{2}$ inches) and brought to your community agency on a weekly basis.

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		

Tentative Lab Content and Sequence

January 23, 2008

Today's agenda

- Discussion of syllabus and course design
- Preflection write
- Description of project
 - Read and discuss article related to types of experiential learning
- Tentative site sign-ups
- Email address assignment
 - Activate or confirm your CSUN email account** at www.csun.edu/account. Print out a hard copy of your "Campus Account Information" page and bring it to our next class meeting.
- For next week download from the instructor's web site, read and study the following article:
 - Furco, A. (1996). Service-learning: A balanced approach to experiential education. *Expanding Boundaries: Serving and Learning*. Washington, DC: Corporation for National Service, 2-6.
- For next week, download the following documents from the instructor's website and bring them to class:
 - Student Service-Learning Plan (1 blank copy)
 - Contact Information Form (3 blank copies)

January 30, 2008

What is due today?

- Hard copy verification of active CSUN email account
- Read, study, and bring to class a hard copy of article written by "Furco, A."
- Student Service-Learning Plan (1 blank copy)
- Contact Information Form (3 blank copies)

Today's agenda

- Introduction to service-learning
- TB shots administered (during lecture class this week)
- Team and site sign-ups finalized
- Discuss Student Service-Learning Plan
- Complete Contact Information Forms
- Class photos
- For next week:
 - Visit your community agency's website and download and print information regarding the agency's mission and services.

February 6, 2008

What is due today?

- Hard copy of information regarding the agency's mission and services
- TB test results (copy for site supervisor)

Today's agenda

- Orientation and observation at community agency
- Meet site supervisor
 - Overview of agency's mission and services
 - Results of TB shot
 - Logistical expectations
 - Site tour
 - Movement activities equipment and area(s)
 - Discussion of the agency's needs as they pertain to motor development
 - Discuss Student Service-Learning Plan
- For next week:
 - Download Activity Plan and Reflection Rubric
 - Complete Activity Plan #1
 - Complete Student Service-Learning Plan

February 13, 2008

What is due today?

- 3-ring, 1-½" hard binder
- Results of TB test (original for lab instructor)
- Student Learning Plan (completed)
- Activity Plan #1
- Activity Plan and Reflection Rubric

Today's agenda

- Review Student Service-Learning Plan
- Developmentally Appropriateness
- Activity Plan #1 reviewed and practiced
- Activity Plan and Reflection Rubric discussed
- For next week:
 - Complete Activity Plan #2

February 20, 2008

- Activity Plan #1 implemented at community site
- Activity Plan #2 due to site lead teacher or supervisor
- Complete Activity Reflection #1a after activity implementation and insert it into your binder before next class.

February 27, 2008

- Modified Activity Plan #1 implemented at community site
- Complete Activity Reflection #1b after activity implementation and insert it into your binder before next class.

March 5, 2008

- Activity Plan #2 implemented at community site
- Activity Plan #3 due to site lead teacher or supervisor
- Complete Activity Reflection #2a after activity implementation and insert it into your binder before next class.

March 12, 2008

- Modified Activity Plan #2 implemented at community site
- Complete Activity Reflection #2b after activity implementation and insert it into your binder before next class.
- For March 26, 2008 download the following from the instructor's web site.
 - Community Partner's Evaluation of the Student (1 blank copy)
 - Student Evaluation of Community Placement (1 blank copy)
 - Peer Evaluation (2 blank copies)

- Portfolio Rubric
- Portfolio Description
- For March 26, 2008 bring the following in your binder (portfolio):
 - Completed Activity Plans #1 - 3.
 - Completed Activity Reflections #1a, 1b, 2a, and 2b.

March 19, 2008

Spring Recess – No Class

March 26, 2008 (RETURN TO LAB, RE178)

What is due today?

- Completed Activity Plans #1 - 3.
- Completed Activity Reflections #1a, 1b, 2a, and 2b.
- Portfolio Rubric
- Portfolio Description
- Community Partner's Evaluation of the Student (1 blank copy)
- Student Evaluation of Community Placement (1 blank copy)
- Peer Evaluation (2 blank copies)

Today's agenda

- Peer Review of Activity Plans and Reflections
- Instructor Review of Activity Plans and Reflections
- Discuss Portfolio Rubric
- Discuss Portfolio Description

April 2, 2008

- Activity Plan #3 implemented at community site
- Activity Plan #4 due to site lead teacher or supervisor
- Complete Activity Reflection #3a after activity implementation and insert it into your portfolio before next class.

April 9, 2008

- Modified Activity Plan #3 implemented at community site
- Complete Activity Reflection #3b after activity implementation and insert it into your portfolio before next class.

April 16, 2008

- Activity Plan #4 implemented at community site
- Activity Plan #5 (Fine Motor) due to site lead teacher or supervisor
- Complete Activity Reflection #4a and #4b after activity implementation and insert it into your portfolio before next class.

April 23, 2008

- Modified Activity Plan #4 implemented at community site
- Complete Synopsis of Personal Learning (refer to your Portfolio Description and Portfolio Rubric) and insert it into your portfolio before next class

April 30, 2008

- Activity Plan #5 (Fine Motor) implemented at community site
- Complete Synopsis of Academic Learning (refer to your Portfolio Description and Portfolio Rubric) and insert

it into your portfolio

- Prepare Oral Presentation (refer to Oral Presentation Rubric on instructor's website)

May 7, 2008

What is due?

- 3-5 minute oral presentation
- PORTFOLIOS DUE**

Today's agenda

- Oral presentations

Course Attendance Policy

20 Service-Learning Hours (2 hours per week for 10 weeks) – Each student is expected to complete 20 hours (which includes travel time) at his or her community agency. Completed hours less than 20 hours will result in the following: Final course grade will be dropped one letter grade for every week (2 hours) missed after the first absence (thus, one, and only one, absence is excused.)

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: Student Conduct Code, Academic Dishonesty, Faculty Policy on Academic, 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.

This syllabus is a tentative outline of the topics that will be covered throughout the semester, as well as a guide to enhance our learning experiences together. In most instances, the above 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.