

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Kinesiology

KIN 479 – Perception and Movement

Course Information

Units: 3
Semester/Year: Spring 2008
Class #: 13754
Location: RE157
Meeting Day: Thursdays
Meeting Time: 1600 – 1850

Instructor Information

Instructor: Jennifer Romack, Professor
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Course Description

An integrated approach into the nature of human movement across the life span with special emphasis on examining the relation between perception and movement as a function of the environment in which one lives. Prerequisites: Either KIN 325/L, KIN 329/L or permission of instructor.

Student Learning Outcomes for Motor Development¹

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

1. discuss the importance of adopting a multidimensional approach to the study of motor behavior over the life span. *SLO 1*
2. describe various processes by which degrees of freedom within the human system can be coordinated and controlled. *SLO 1 and 2*
3. differentiate between measurement techniques used to describe changes in movement coordination and control. *SLO 2 and 5*
4. describe the various mechanisms available in the spinal system for the ongoing control and modification of movement. *SLO 2*
5. explain how the musculoskeletal system influences the production of force. *SLO 2 and 5*
6. identify the general properties of sensory receptors and afferent pathways and the processes by which they assist the various subsystems. *SLO 1*
7. describe contributions of various perceptual systems to aspects of motor control. *SLO 1*
8. become familiar with the two contrasting theories of visual perception and the different underlying assumptions associated with each theory. *SLO 1*
9. examine theories that attempt to explain how movement skills are learned. *SLO 2*
10. effectively and ethically retrieve, evaluate, synthesize and apply information from a research-based article related to the course content. *SLO 5*

Required Textbook

The course text is *Dexterity and Its Development* edited by Mark Latash and Michael Turvey (1996). Reading assignments should be done before coming to class. Please bring your text with you to class, as regular discussions of text content will occur during class.

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 web site.

Student Performance Evaluation

25% 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, 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% Discussion Team Task

You will serve as one member of a Presentation Team during one class meeting. Your presentation includes four Tasks (defined below). The presentation integrates the knowledge and talent of all team members. If your student status is Graduate level, you are expected to take a lead role in a Presentation Team.

1. Assessment Task: 10-15 minutes
 - Develop and use a tool or an activity that allows the instructor of the course to assess the readiness level of the students in the class. Once a tool or activity has been used, it cannot be used again by another team.
2. Content Task: 12-15 minutes
 - Present a very brief lecture that (a) states at least 2 explicit goals related to what you want your peers to learn during your class session, and (b) gives a brief synopsis of the reading, identifying key concepts that will be reinforced in Task 3. The information should be presented so it is easy to understand, can be remembered, and connects to real life experiences of your peers.
3. Active Learning Task: 30-40 minutes
 - Guide small groups or partners through an investigation of a problem or issue that involves movement (i.e. of your peers) and the content presented in the assigned reading. The activity should reinforce the 2 explicit goals you defined in Task 2, and be facilitated by your active involvement with members of the class (in essence, don’t stand back and watch).
 - Bring the class to a general conclusion at the end of the learning activity.

² (Chickering & Gamson, 1987)

4. Closure Task: 5-7 minutes
- Draw the presentation to a close by orienting the group back to the take-home message (i.e. your 2 explicit goals) of the class session.
 - Determine if the 2 learning goals were met.
 - As a team, accurately field questions from the class.

5% Peer Assessment (Presentation Team)

20% Article Critique

20% Field Study Assignment

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, with emphasis on sections: Student Conduct Code, Academic Dishonesty, Faculty Policy on Academic Dishonesty **CSUN Catalog (Appendix C)**, 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.

The course sequence supplement of this syllabus is a tentative outline of the topics that will be covered throughout the semester and a guide to enhance our learning experiences together. 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.