



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Health Solutions Department Exercise Science and Health Promotion

Subject KIN Number 422 Title Motor Control in Special Populations Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) _____

Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Shannon D. R. Ringenbach Phone 602-496-6786

Mail code 1520 E-mail: shannon.ringenbach@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Barbara Ainsworth Date: 2/9/15

Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
<p>As seen in the course outline under course evaluation, 25% of the final grade is 2, 4 page written research critiques. Another 25% is a 10 minute verbal research critique. In addition, there is 12% of group and individual verbal presentations to the class.</p>		
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left; margin-left: 20px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
<p>The composition tasks are research article critiques which involves gathering, interpreting and evaluating evidence as can be seen in the Research Article Critique Instructions</p>		
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left; margin-left: 20px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
<p>As can be seen in the course outline, there are 2, 4 page written critiques and one 10 minute verbal critique and the final research presentation.</p>		
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		

ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "**C-3**".

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Sample assignments are available on Blackboard. In addition, the group presentations are often practice critiques which I verbally immediately give feedback on. The written assignments are returned on the next class period with written comments. A grading sheet is also shared so they know what is expected. The assignments are similar so that they can learn from each one to help with the next one.</p>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

Course Prefix	Number	Title	General Studies Designation
KIN	422	Motor Control in Special Populations	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	62% of the course is written research article critiques or verbal research article critiques	As seen in the course outline under course evaluation, 25% of the final grade is 2, 4 page written research critiques. Another 25% is a 10 minute verbal research critique. In addition, there is 12% of group and individual verbal presentations to the class.
C2	All research critiques involve the students to find their own research article and evaluate it answering 10 questions (e.g., other interpretations, is it convincing, how would you follow up, etc.)	The composition tasks are research article critiques which involves gathering, interpreting and evaluating evidence as can be seen in the Research Article Critique Instructions
C3	There are two individual written research critiques and one individual verbal research critiques.	As can be seen in the course outline, there are 2, 4 page written critiques and one 10 minute verbal critique and the final research presentation. The instruction and grading information are included.
C4	There are 7 classes between the written critiques and depending on when they are slated for their verbal presentation, this would happen 1 to 6 classes after the second written research critique.	Sample assignments are available on Blackboard. In addition, the group presentations are often practice critiques which I verbally immediately give feedback on. The written assignments are returned on the next class period with written comments. A grading sheet is also shared so they know what is expected. The assignments are similar so that they can learn from each one to help with the next one.

KIN 422 - Motor Control in Special Populations

Spring 2015

Course description: Discusses principles of motor control theories and related practical applications for certain special developmental populations.

Enrollment requirements: Pre-requisite: KIN 345 (EPE 345) with C or better

Units: 3

Repeatable for credit: No

General Studies: L

Offered by: College of Health Solutions

Class meeting details

Class #: Days: Start: End: Location: Instructor: Seats open:
 15636 M W 10:30 AM 11:45 AM Dtphx - UCENT255 Ringenbach 0 of 24 **Add**

Additional class details

Component: Lecture

Session: Session C

Dates: 1/12/2015 - 5/1/2015

Last day to enroll: January 18, 2015

Drop deadline: January 18, 2015

Course withdrawal deadline: April 05, 2015

Instruction Mode: In-Person

Fees: None

Books: View books for this class

Reserved Seat Information:	Reserved Available Seats	Students Enrolled	Total Seats Reserved	Rese Unti
<i>Seats in this class have been reserved for students in the specified programs, majors or groups listed below. Reserved seats are subject to change without notice.</i>				
Kinesiology majors or minors	24	0	24	n
Non Reserved Available Seats: 0				

MOTOR CONTROL IN SPECIAL POPULATIONS
Program of Kinesiology, KIN 422 17036

Professor: Shannon D. R. Ringenbach

Office: UCENT 160, Phone: 602-496-6786 office, 480-861-9927 cell

E-mail: Shannon.Ringenbach@asu.edu

Office Hours: By Appointment

Lecture: UCENT 255 Mon/Wed 10:30 AM – 11:45 AM.

Prerequisites: KIN 345 (C or better)

Honors contracts available Sensorimotor Development Research Lab, Thur. 11:00 – noon ABC 264

Course Description:

Discussion of the principles of motor control theories as they relate to special developmental populations with a specific emphasis on cerebral dysfunction. A lecture/discussion format will be used. This is a literacy course in which there is a large amount of reading, writing, speaking, and critical thinking.

Course Requirements:

1. **Readings** from the literature will be used in place of a textbook and can be downloaded and printed from Blackboard. Readings will be assigned before each class. It is mandatory to read this material before attending class.
2. Information contained in the syllabus, other than grade policies, may be subject to change with reasonable advance notice **You are responsible for all announcements** concerning changes in the course outline, and other matters made during class periods whether or not you are in attendance when the announcements are made.
3. All critiques must be submitted through **Safe Assignment** in either Microsoft Word (.doc) or Rich Text Format (.rtf) file formats. Documents submitted on paper or through email will not be accepted for credit. Please make certain to submit only your final copy of the assignment through Safe Assignment, because documents cannot be re-submitted without contacting your instructor and receiving her permission to resubmit the assignment.
4. Class attendance is strongly recommended and associated with success!
5. **All students are to complete course evaluations at the end of each course**

Course Evaluation

Research article critiques (2 @ 12.5%)	25%
Exam	25%
Final Research Presentation	25%
Assignments	17%
- Group Presentations (7@1%)	
- Individual Presentations (5@1%)	
Presented one @5%)	

both are critiques

Participation	8%
	100%

Grading Scale

Points earned: 400-392 (100 %-98.0%) = A+
Points earned: 391-372 (97.9%-93.0%) = A
Points earned: 371-360 (92.9%-90.0%) = A-
Points earned: 359-352 (89.9%-88.0%) = B+
Points earned: 351-332 (87.9%-83.0%) = B
Points earned: 331-320 (82.9%-80.0%) = B-
Points earned: 319-280 (79.9%-70.0%) = C
Points earned: 279-240 (69.9%-60.0%) = D
Points earned: 239-000 (59.9%-0.00%) = E

Exam

The exam will be online multiple choice questions. If an exam is missed and a written excuse from a reputable source is not provided, the student will get an F for the exam.

Extra Credit Opportunities

1. You can receive an extra 2 % if you experience motor control research (e.g., experiment participant, research talk, etc.).
2. You can gain an additional 2 % if you attend a community special needs event (Special Olympics event, fundraiser, walk, support group meeting, etc.)
You must write a one page summary of each experience providing contact information of the person you interacted with.
You can only receive 2 % for each of these assignments once.
3. Asking questions during the final presentations .5 per question per day for a maximum of 2%

Disability Resource Center

If you need special accommodations or special services you should contact the Disability Resources Center. You must request that the center send the official notification of your needs to me as soon as possible. Please plan to contact me with via email to discuss accommodations and how this course's requirements may impact your ability to participate.

Course Outline

<u>Day</u>	<u>Topic/Readings</u>
Jan. 12	1) Course overview 2) Take course outline quiz 3) Discussion Board - Assessing Background Knowledge
Jan. 14	1) Lecture: Basics- Special Populations - Motor Control Theories - Brain Anatomy
Jan. 19	No Class – Martin Luther King Jr. Day
Jan. 21	C1 1) Group Presentation – Problems/issues in Motor Control Read: Rosenbaum D. A. (1991). <i>Human Motor Control</i> pp. 11-41 - Divide into groups and using PowerPoint, each group define their problem in understanding Motor Control, Explain why it is a problem, and give everyday and research examples. Hearts: Degrees of Freedom Problem pp. 12-20 Diamonds: Serial Order Problem pp. 20-25 Clubs: Perceptual-motor Integration Problem pp. 25-32 Spades: Skill Acquisition Problem pp. 32- 39
Jan. 26	C1 1) Group Presentation – Theories of Motor Control Read: Crutchfield, & Barnes, (1993). <i>Motor Control and Motor Learning in Rehabilitation</i> . - Each group answers specific questions Hearts #1-9 after Cognitive Theories Diamonds #1-7 after Motor Schema Spades #1-8 after Sensory Components in... Clubs #1-3 after dance pictures, 1-7 at end
Jan. 28	1) Lecture - Summarize Issues and Theories of Motor Control What is learned handout Compare and contrast hierarchical and heterarchical theories of motor control How do the perspectives for using different theories of motor control differ for: PT, MD, Research What PT suggestions were made?
Feb. 2	No Class
Feb 4	C1 Cerebral and Behavioral Asymmetries 1) Perform: Assessment of cerebral asymmetries
Feb. 9	C1 1) Group Presentation – Cerebral Asymmetries Hellige, J. B. (1993). <i>Asymmetry: What's Right and What's Left</i> . Chapter 1 –Introduction, Chapter 2 - Behavioral Asymmetries in Humans,

Each group responsible for presenting a summary sheet

Hearts: Ch 1, 1-13

Diamonds: Ch1, 13-27

Clubs: Ch2, 28-49

Spades: Ch2, 50-63

Feb. 11 **Down syndrome - Introduction**

1) **Perform** assessments for Down syndrome in class

Feb. 16 **No Class – President's Day**

Feb. 18 **1) Group Presentation - Down syndrome Critiques**

C1,
C2

Hearts: Hartley, X.Y. (1981). Lateralisation of speech stimuli in young Down's syndrome children, *Cortex*, 241-248.

Diamonds: Elliot, D. Weeks, D. & Elliott (1987). Cerebral specialization in individuals with Down syndrome, *American Journal on Mental Retardation*, 92, 263-271.

Clubs: Elliott, Pollock, Chua, & Weeks (1995). Cerebral specialization for Spatial processing in adults with Down syndrome, *American Journal on Mental Retardation*, 99, 605-615.

Spades: Chua, R. Weeks, D. & Elliott D. (1995). A Functional systems approach to understanding verbal-motor integration in individuals with Down syndrome, *Down Syndrome Research and Practice*, 4, 25-36.

Feb. 23 Guest Speaker with Down syndrome

Feb. 25 **Dyslexia – Introduction**

C1

1) **Perform** Assessments for Dyslexia in class

March 2 **1) Group Presentation - Dyslexia Critiques**

C1,
C2

Diamonds: Gladstone, M., Best, C. T., & Davidson, R. J. (1987). Anomalous bimanual coordination among dyslexic boys. *Developmental Psychology*, 25, 236-246.

Hearts: Wolff, P. H., Michel, G. F., Drake, C., & Ovrut, M. (1990). Rate and timing precision of motor coordination in developmental dyslexia. *Developmental Psychology*, 26(3), 339-348.

Spades: Roussell, C. & Wolff, P. (1991). *The dynamics of bimanual coordination in developmental dyslexia. Neuropsychologia*, 29(9), 907-924

Clubs: Moore, L. H., Brown, W. S., Markee, T. E., Theberge, D. C. & Zvi, J. C. (1995). *Bimanual coordination in dyslexic adult, Neuropsychologia*, 33, 781-793.

March 4 Guest Speaker with Dyslexia

March 9 **No class – March Break**

March 11 **No class – March Break**

March 16

C1
C2
C3
C4

- 1) Critique on Down syndrome or Dyslexia Due - 4 pages double spaced
- 2) Research Presentation Proposal Due on Discussion Board
- 3) Video – ‘Understanding Learning Disabilities’ (70 min)

March 18

- 1) Online Exam

March 23

Clumsy – Introduction

- 1) Perform assessments for clumsy (developmental coordination disorder, dyspraxia)

March 25

C1
C2
C3

1) Group Presentation - Clumsy Critiques

Hearts: Williams, H. G., Woollacott, M. H., & Ivry, R. (1992). *Timing and motor control in clumsy children*. *Journal of Motor Behavior*, 24(2), 165-172.

Diamonds: Gueze, R. H. & Kalverboer, A. F. (1994). *Tapping a rhythm: A problem of timing for children who are clumsy and dyslexic*, *Adapted Physical Activity Quarterly*, 11(2), 203-213.

Clubs: Volman, M.J.M., & Geuze, R. H. (1998). *Relative phase stability of Bimanual and visuomanual rhythmic coordination patterns in children with a developmental coordination disorder*, *Human Movement Science*, 17(4-5), 541-572

Spades: Castelnaud, P., Albaret, J-M., Chaix, Y., & Zanone, P-G. (2008). *A study of EEG coherence in DCD children during motor synchronization task*, *Human Movement Science*, 27, 230–241.

March 30

Cerebral Palsy – Introduction

- 1) Perform Assessments for Cerebral Palsy in class

April 1

C1
C2
C3
C1
C2
C3

1) Group Presentation - Cerebral Palsy Critiques

Hearts: Volman, J.M., Wijnroks, A., & Vermeer, A. (2002). *Bimanual circle drawing in children with spastic hemiparesis: Effect of coupling modes on the performance of the impaired and unimpaired arms*. *Acta Psychologica*, 110(2-3), 339-356.

Diamonds: Gordon, A. M., Lewis, S. R., Wliasson, A. C., & Duff, S. V. (2003). *Object release under varying task constraints in children with hemiplegic cerebral palsy*. *Developmental Medicine and Child Neurology*, 45(4), 240-248.

Clubs: Van Thiel, E., Meulenbroek, R. G. J., Smeets, J. B. J., & Hulstijn, W. (2002). *Fast adjustments of ongoing movements in hemiparetic cerebral palsy*, *Neuropsychologia*, 40, 16-27.

Spades: Deutsch, J. E., Borbely, M., Filler, J., Huhn, K., & Guarrera-Bowlby, P. (2008). *Use of a low-cost, commercially available gaming console (Wii) for rehabilitation of an adolescent with cerebral palsy* *Physical Therapy*, 88(10), 1196-1207.

April 6

Guest Speaker with Cerebral Palsy

April 8

C1
C2
C3
C4

1) Critique on DCD or Cerebral Palsy Due

April 13

No Class – preparation for presentations

April 15

1) Student Presentations/questions

April 20

1) Student Presentations/questions

April 22

1) Student Presentations/questions

April 27

1) Student Presentations/questions

April 29

1) Student Presentations/questions

}
}

C1
C2
C3
C4

Computers Away

Time Start _____

Time End _____

C1
C2
C3
C4

Presentation Grading

Name _____

Date _____

Presentation Content: **Not Competent** **Competent** **Very Competent**

1. Summarize

Question	0	1	2
- phrase as a question/include group			
Procedures	0	1	2
- include age, gender, handedness, recruitment/task, conditions, measures			
Findings	0	1	2
- include dependent measures and comparisons between groups and conditions.			

2. Critique

Need	0	1	2
- What is the 'gap' in previous research. Cite previous research.			
Theory	0	1	2
- hierarchical (top down) or heterarchical (no order) based on methodology, measures, etc.			
- which of the four problems in motor control there were investigating and why			
Design	0	1	2
- Did they use the proper groups, conditions, measures, methods			
Convincing	0	1	2
- low p-values, high effect sizes/ other research supported, cite			
Interesting	0	1	2
- how are they interesting to you.			
Other interpretations	0	1	2
- Could the results be interpreted using another theory, biomechanics, confounds in the design, etc.			
Follow up	0	1	2
- Describe the next study you would do that would address some of the weaknesses of the current study. Include groups, methods, measures			

3. Presentation Characteristics:

Visual

- clear slide design	0	1	2
- graphics	0	1	2

Verbal

- speaking to the class	0	.5	1
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C1
C2
C4

Assessment Grading

Student Name _____

Date _____

	Not competent	Competent	Very Competent
1. Oral Speech			
- clear, concise speaking	0	1	2

2. Slide Design			
- font size, contrast, etc.	0	1	2

3. Graphics			
- Included pictures, video, etc.	0	1	2

4. Information	0	1	2
- accurate and current, test/characteristics			

5. Examples	0	1	2
- everyday, demonstrations, research			

C1
C2
C3
C4

Research Article Critique Instructions

Research Guidelines:

The assignment is to gather a relevant experimental article which examines motor control in the special population that is being studied at that time (i.e., Down syndrome, Dyslexia, Developmental Coordination Disorder, Cerebral Palsy).

1. This is typically done using **computer databases** (e.g. <http://info.lib.asu.edu:8580/>, scroll down to Social Sciences and click on PsychINFO /SPORT Discus/MEDLINE).
2. Search for relevant articles by author (e.g., Elliott) or subject (posture and Down syndrome).
3. Read abstract and confirm its appropriateness (e.g., do not use long review articles).
4. Find the article and print.

Writing Guidelines (a sample will be provided):

A Summary (3 points) (this section should not be longer than about a page)

This should include:

1. The question being asked by the study.
2. The general procedures used.
3. A summary of findings and conclusions.

A Critique (7 points)

This should include what you feel are the strengths and weaknesses of the project. Answer the following questions:

1. Did the authors adequately demonstrate the need or gap in the previous research for the study?
- phrase purpose as a question
2. Is the research question being presented of theoretical significance?
- List theory and problem being solved
3. Have the authors designed a good study to answer the question?
- proper groups, methods, measures etc.
4. Are the authors' interpretations of the results in the discussion convincing?
- low p-values, high effect sizes, consistent with previous research
5. Can you come up with other interpretations of the results?
- explain results using different theory, biomechanics, methods flaw, etc.
6. Overall, does the study provide new and interesting information about the topic under investigation (i.e., does it advance our knowledge of the topic?).
- what was interesting to you
7. How would you follow up this study?
- provide specific new methods

Format: Each critique is not to exceed **four double-spaced, typed pages**.

Critiques are to be submitted on Blackboard by 2:00 on the assigned date You are required to use the American Psychological Association (APA) scientific writing style. You can purchase the APA manual or visit some web sites for information.

All critiques must be submitted through **Safe Assignment in either Microsoft Word (.doc) or Rich Text Format (.rtf) file formats**. Documents submitted on paper, through email, or through the Digital Dropbox will not be accepted for credit. Please make certain to submit only your final copy of the assignment through Safe Assignment, since documents cannot be re-submitted without contacting your instructor and receiving her permission to resubmit the assignment.

Evaluation: Each critique will be graded out of 20 points, each worth ²⁵ 25% of your final grade. For each working day that the paper is late, one grade point will be deducted.

Assessment Instructions

Purpose: To gain the skills to research and perform an assessment/test for a particular population.

Research Guidelines:

Research typically begins on the Web, by typing in the population and the word test or assessment on a search engine (e.g., Yahoo). Books and societies are also good sources of information.

Content:

Be prepared to **administer and evaluate the assessment to the class within 10 minutes** and turn in a **printout of the information from the Web**. Late assessments will not be accepted.

Evaluation:

Each assessment will be worth 1 point or 1% of your final grade.

For one of the assessments each student will be randomly chosen to present their assessment to the class and this presentation will be worth 5% of your final grade.

Grading

Presentation	Not competent	Competent	Very Competent
- clear, concise speaking	0	1	2
Organization			
- administered efficiently to class	0	1	2
Evaluation			
- Scored the test	0	1	2
Information			
- accurate and current	0	1	2
Conclusion			
- talked about importance/relevance of results	0	1	2

<u>Assessment</u>	<u>Due Date</u>
Cerebral Asymmetry	Feb. 8
Down syndrome	Feb. 15
Dyslexia	March 3
Clumsy	March 24
Cerebral Palsy	April 5