KIN 3333 – Motor Development

Time: 1 - 2:20pm, Tuesday / Thursday
Location: MMG 118

Instructor Information: Jason B Boyle, Ph.D.
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Campbell Building, Virtual Reality & Motor Control lab
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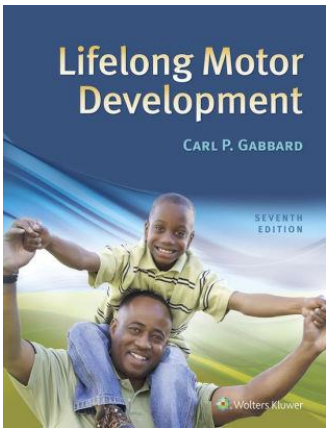
Course Description: This course examines basic concepts and contemporary issues associated with physical growth and motor behavior (perception to action) across the lifespan. Topics include: physical and neurological growth, perception, motor control, and environmental influence.

Textbook: Lifelong Motor Development –7th edition (Carl Gabbard)



How do you earn Your Grade?

Required Individual Grade Components

1. Quizzes: There will be 12 quizzes throughout the semester. Each quiz will cover questions from the book / lecture notes

2. In Class Activity: There will be 3 unannounced in class activities throughout the semester. The labs will involve working individually and/or in small groups.

3. Individual Exams: 3 exams will be given this semester. The exams will consist of true/false, multiple choice and short answer

3. Final Exam (Cumulative)

POINT DISTRIBUTIONS

-	Quizzes (12) at 10 points each	120
-	In Class Activities (3) at 10 points each	30
-	Individual Exams (3) at 100 points each	300
-	Final Exam	100
	Total Score	***550***

Course Grade Determination

A = 495 and higher
B = 494 - 440
C = 439 - 385
D = 384 - 330
F = 329 and lower

IMPORTANT:

Technology in the classroom:

All quizzes, class polls and exams will be administered via Blackboard in class. This means that it is the responsibility for each student to bring a fully charged, WIFI capable laptop or tablet with them to class. If you do not have one, you may check one out from the library free of charge. This will be a requirement in many of your professional KIN classes and is commonplace in almost all work settings KIN majors undertake after graduating.

Cellular Phones will not be an accepted form of technology

Textbook VS Lecture Notes:

Although we will cover the vast majority of topics from the textbook during lecture, it is critical that the student completely read the textbook chapter prior to class. All material from the lectures and textbook chapters will be used during the quizzes/exams.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline: Cheating is obtaining a reward for ability by dishonest means. It is unethical and not acceptable. Plagiarism occurs whenever a student quotes, paraphrases or summarizes another person's work without providing correct citation. Plagiarism occurs whether the work quoted is a book, article, website, reader's guide like Cliffs Notes or SparkNotes, another student's paper, or any other source. An entire essay is fraudulent even if only a single sentence is plagiarized. *Do not submit work under your name that you did not do yourself, ever.* You may not submit work for this class that you did for another class. If you cheated or plagiarized, you will be subject to disciplinary action as stated in the UTEP undergraduate catalog policy.

> *"Scholastic dishonesty (which includes the attempt of any student to present the work of another as his or her own, or any work which s(he) has not honestly performed, or attempting to pass any examination by improper means) is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty should be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner which provides the accused student his or her rights of due process."*
>
> Refer to http://www.utep.edu/dos/acadintg.htm for further information.

UTEP has a site license for **Turnitin.com**, a plagiarism detection site that you can also use to check your own work for this or other classes to prevent getting in trouble. If you want to test your understanding of plagiarism, take the self-assessment at http://education.indiana.edu/~frick/plagiarism or visit http://www.turnitin.com

When an assignment specifies that you must perform a task individually, asking for your classmates' help is **collusion** and thus scholastic dishonesty. Any instances of scholastic dishonesty will be reported to the Dean of Students Office.

Deadline Policy and Late Assignments: It is essential that you regularly visit the class Blackboard website prepared to work. Once a deadline has passed, you can no longer turn in your work for credit. Plan carefully to ensure you meet the deadlines. If you wait until the last minute, things that can go wrong often do. Start early so you have time to deal with problems and are still able turn in your assignments on time. Do not procrastinate!

Missed Tests: All assignments will strictly follow UTEPs attendance policy. Any missed assignment that does not meet the requirements of an excused absence will be counted as a 0. If you are going to / or miss an assignment and you believe the absence is excusable, you must contact the Professor within 24 hours of the assignments due date. Emailing later in the semester about missing grades, even if the absence was excused, will not be accepted. It is the student's responsibility to keep track of when assignments are due and also communicating to the Professor when absences happen.

Students in Need of Assistance: UTEP seeks to provide reasonable accommodations for all qualified individuals who need accommodations or support for their learning. This university adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required, affording equal educational opportunity. It is the *student's responsibility* to register with the **Center for Accommodations and Support Services** http://sa.utep.edu/cass/ in the UTEP Union Bldg. East Wing, Room 106 ***within the first two weeks of classes***, and inform the faculty member to arrange for appropriate accommodations or support.

The CASS Office can also be reached in the following ways: Web: http://cass.utep.edu/; Phone: (915) 747-5148 voice or TTY; Fax: (915) 747-8712; E-Mail: cass@utep.edu

Campus Safety and Emergencies Notifications: Information Technology at UTEP provides emergency notification via your mobile phone. Visit http://www.utep.edu/it for more information and registration. Check the UTEP website for health related information and updates.

Tentative Schedule
KIN 3333 (Motor Development) FALL 2018

Material & Information Covered	Assignments	Date	Point Value
Chapter 1: *Introduction to the Developmental Perspective*		8/28	
Chapter 2: *Heredity and Neurological Changes*	Quiz 1	8/30	10
Chapter 2: *Heredity and Neurological Changes*		9/4	
Chapter 3: *Physical Growth Changes*	Quiz 2	9/6	10
Chapter 3: *Physical Growth Changes*		9/11	
Chapter 4: *Physiological Changes*	Quiz 3	9/13	10
Chapter 4: *Physiological Changes*		9/18	
Chapter 5: *Factors Affecting Growth and Development*	Quiz 4	9/20	10
Chapter 5: *Factors Affecting Growth and Development*		9/25	
EXAM 1 (1-5)		9/27	100
Chapter 6: *Perceptual Development*		10/2	
Chapter 6: *Perceptual Development*		10/4	
Chapter 7: *Information Processing and Motor Control*	Quiz 5	10/9	10

Chapter 7: *Information Processing and Motor Control*		10/11	
Chapter 8: *Early Movement Behavior*	Quiz 6	10/16	10
Chapter 8: *Early Movement Behavior*		10/18	
Chapter 9: *Motor Behavior during Early Childhood*	Quiz 7	10/23	10
Chapter 9: *Motor Behavior during Early Childhood*		10/25	
Chapter 10: *Motor Behavior during Later Childhood and Adolescence*	Quiz 8	10/30	10
Chapter 10: *Motor Behavior during Later Childhood and Adolescence*		11/1	
EXAM 2 (6-10)		11/6	100
Chapter 11: *Motor Behavior in the Adult Years*		11/8	
Chapter 11: *Motor Behavior in the Adult Years*		11/13	
Chapter 12: *Atypical Motor Behavior*	Quiz 9	11/15	10
Chapter 12: *Atypical Motor Behavior*		11/20	
THANKSGIVING		11/22	
Chapter 13: *Assessment*	Quiz 10	11/27	10
Chapter 14: *Sociocultural Influences on Motor Development*		11/29	
Chapter 14: *Sociocultural Influences on Motor Development*		12/4	

EXAM 3 (11-14)		**12/6**	100
FINAL EXAM (1-14)		**12/13** **1-3:45pm**	100

MAPPING OF MINIMUM COMPETENCIES IN UNDERGRADUATE MOTOR DEVELOPMENT

Derived from class text: Lifelong Motor Development **Fifth Edition by Carl P. Gabbard**

I. Formulation of a Developmental Perspective. ***The student is able to:***	
A. Demonstrate an understanding of the basis of motor development by:	
1. Defining and applying terminology used in motor development literature.	Chapter 1
2. Demonstrating an understanding of the underlying mechanisms governing motor development.	Chapters 1, 6, 7, 8
3. Identifying qualitative and quantitative changes that occur in motor behavior throughout the lifespan.	Chapters 6–11
B. Demonstrate an understanding of research in the area of motor behavior by:	
1. Identifying and discussing theoretical perspectives of motor development.	Chapters 1, 6, 7, 8
2. Identifying research methodology used for understanding the developmental process.	Chapters 1, 8, 12
C. Apply motor development concepts to instructional settings by:	
1. Applying underlying methods of encouraging physical activity and the achievement of skillful movement and fitness among individuals.	Addressed in lab experiences for Chapters 5, 10, 13
2. Identifying, selecting, and implementing learning opportunities based on relevant levels of readiness and individual progression.	Addressed in lab experiences for Chapters 5, 10, 13
3. Assessing motor performance and designing safe instructional environments (considering developmental needs in the physical, social, cognitive, and affective domains).	Chapters 8–10, 12
II. Knowledge of Changes in Motor Behavior Across the Lifespan ***The student will be able to:***	
A. Demonstrate an understanding of movement patterns and the factors that influence changes in those movement patterns by:	
1. Comparing and contrasting between inter-task and intra-task developmental sequences in selected skills.	Chapter 9
2. Understanding the influence of task, environment, and individual (including structural and functional constraints) on the acquisition of fundamental motor skills throughout the lifespan.	Chapters 1, 7, 9
3. Demonstrating knowledge of motor pattern changes for selected motor skills.	Chapters 8, 9
4. Describing the primitive reflexes that are inhibited and the postural reflexes that appear prior to birth, or in the first year of life.	Chapter 8
5. Explaining the theoretical explanations for the appearance and inhibition of the primitive reflexes.	Chapter 8
6. Explaining the relationship of the inhibition of specific reflexes and the appearance of specific reactions to the development of particular voluntary motor skills (e.g., stepping reflex).	Chapter 8
7. Describing the "motor milestones" that lead to upright locomotion and visually guided reaching.	Chapters 6–8
8. Describing lifespan sex differences and similarities in motor development.	Chapters 3, 4, 9–11, 13
9. Discussing pertinent changes in motor-skill acquisition in older adulthood and the factors that underlie these changes	Chapter 11 Underlying causes in Chapters 2–4
B. Demonstrate an ability to observe changes in movement patterns across the lifespan by:	
1. Observing changes in fundamental movement skill patterns using various approaches that are described in the literature (e.g., whole body, component).	Chapters 8, 9
2. Discussing lifespan changes in selected movement dimensions such as balance, timing, or force productions/control.	Chapters 4, 6, 7

III. Factors Affecting Movement Change (based on Newell's 1986 constraints model) ***The student is able to:***	
A. Identify physical growth, physiological, and aging characteristics associated with the motor development of performers by:	
1. Defining key terms associated with growth, physiology, and aging (e.g., acceleration curve, accretion, body composition, "catch-up growth," deceleration, distance curve, endurance, flexibility, hyperplasia, hypertrophy, plasticity, secondary growth spurt, stature, strength, velocity curve); and defining the measures needed for assessing growth, physiological development, and aging (e.g., blood pressure, heart rate, height or stature, girth, proportional changes in segmental lengths and girth, somatotype, VO2 max, weight).	Change is based on tenets of developmental systems theory, which includes the constraints model. Chapters 2–4
2. Discussing characteristics of growth and aging across embryonic, fetal, and postnatal periods through older adulthood.	Chapters 2–4, 11
3. Describing gender and individual differences in physical growth and physiological development including the adolescent (secondary) growth spurt.	Chapter 3
4. Discussing genetic and environmental factors, as well as secular trends in growth, physiological development, and aging.	Chapter 5
5. Identifying major changes in body composition and physiological functioning by gender across the lifespan.	Chapters 3, 4
6. Understanding the effect of physical activity, exercise, and nutrition on growth, physiological body systems, and aging.	Chapter 5
7. Identifying the key relationships between lifespan motor skill development and physical growth, physiological changes, and aging.	Chapter 5
B. Identify cognitive and perceptual characteristics associated with the motor development of performers by:	
1. Describing major cognitive changes and mechanisms that explain variation in cognitive processing across the lifespan.	Chapters 5, 6
2. Describing developmental changes in sensory and perceptual functioning across the lifespan.	Chapters 2, 6, 7
C. Use developmental task analysis to change the developmental level of movement by:	
1. Identifying characteristics associated with task demands that affect motor development, such as the perceptual demands of motor tasks, task factors, and levels of task complexity for these factors.	Chapters 6, 7
2. Creating progressions of motor-task demands that vary from simple to more complex.	Addressed in lab experiences for Chapters 8–11
3. Identifying characteristics of the physical environment (e.g., gravity, temperature, friction, fluid density) and the socio-cultural environment (e.g., SES level, childrearing practices, significant others, cross-cultural practices) that can affect motor development.	Chapter 5
4. Illustrating how to manipulate the complexity of the physical and socio-cultural environments to enhance motor development.	Chapter 13
5. Identifying the effects of environmental deprivation and enrichment (e.g., social, psychological, sensory) on lifespan motor development using classic and contemporary studies on deprivation and enrichment.	Chapter 5
6. Discussing critical or sensitive periods, ontogenetic versus phylogenetic skills, and co-twin studies and their relationship to motor development.	Chapters 1, 2
IV. Demonstrate Developmentally Appropriate Practices ***The student is able to:***	
A. Observe and assess movement from a developmental perspective by:	
1. Demonstrating adequate planning, in regards to motor skill acquisition, with appropriate observation strategies.	Addressed in lab experiences for Chapters 1, 9, 12
2. Establishing a position appropriate to the motor skill being observed.	Addressed in lab experiences for Chapters 1, 9, 12
3. Using valid and reliable developmental sequence checklists and motor	Addressed in lab experiences for

development tests to assess developmental status	Chapters 1, 9, 12
i. through media-recorded movement examples.	
ii. using live movement observations.	
B. Promote success-oriented individual change in movement by:	
1. Manipulating task and environmental demands for individual performers to alter the developmental level of movement using ordered changes in task and environmental complexity (see III.C.2 and III.C.4 above).	Addressed in lab experiences for Chapters 1, 9, 12
2. Demonstrating awareness of within-age and across-age individual differences to individualize instruction and movement experiences.	Addressed in lab experiences for Chapters 1, 9, 12
3. Using developmentally appropriate instructional techniques (e.g., indirect teaching, movement exploration, guided discovery, task setting) that facilitate movement change.	Addressed in lab experiences for Chapters 1, 9, 12
4. Applying knowledge of motor development to the design of movement equipment, play spaces, and living environments for individuals at all stages across the lifespan.	Addressed in lab experiences for Chapters 1, 9, 12
5. Planning and delivering developmentally appropriate movement experiences that fit the developmental needs of individuals across the lifespan (e.g., preschool, childhood, adolescence, early, middle and late adulthood).	Addressed in lab experiences for Chapters 1, 9, 12
C. Assess and evaluate movement development by:	
1. Evaluating an individual's growth status using appropriate displacement and velocity growth curves.	Addressed in lab experiences for Chapter 3
2. Using valid developmental sequence checklists for formative and summative criterion evaluation.	Addressed in Lab experiences for Chapters 9 and 12
3. Critiquing current motor development screening tests/scales, competently administering at least one motor development test, and interpreting its results normatively.	Addressed in Lab experiences for Chapters 9 and 12
4. Identifying appropriate resources for the assessment and referral of movement pathologies.	Addressed in Lab experiences for Chapters 9 and 12

SOURCE: National Association for Sport and Physical Education. (2004). Minimum Competencies in Undergraduate Motor Development. Approved by the Motor Development Academy and The National Association for Sport and Physical Education. Reston, VA.