

**Auburn University
College of Education
Department of Kinesiology
FALL 2010**

1. **Course Number:** KINE 2250
Course Title: Motor Development During the School Years
Credit Hours: 2 (LEC) semester hours
Class: Monday & Wednesday, 2:00-2:50, 1435 Haley Center
Pre-Requisites: None
Co-Requisites: None
Syllabus Prepared: July, 1998; reviewed and updated August 2010
2. **Instructor:** Leah E. Robinson, Ph. D.
Email: lerobinson@auburn.edu
Office: Haley Center 1423 (mailbox Coliseum 2050)
Phone: 334-844-8055
Office Hours: TBA or by appointment
3. **Text:** Payne, V. G. & Isaacs, L D. (2008). *Human Motor Development: A Lifespan Approach*. (7th Ed.), Mayfield, Mountain View: CA.

Additional Required Readings (posted on Blackboard):

Goodway J. D., & Robinson, L. E. (2006). SKIPing toward an active start: Promoting physical activity in preschoolers. *Beyond the Journal: Young Children*, 61, 1 – 6.

National Association for Sport and Physical Education. (February, 2006). NASPE releases first ever physical activity guidelines for infants & toddlers. Retrieved from http://www.aahperd.org/naspe/template.cfm?template=ns_active.html

Parish, L. E., & Rudisill, M. E. (2006). HAPPE: Toddler activities to promote motor skills inside and outdoors. *Beyond the journal: Young children*, 61, 1 – 4

Course Description

Practical strategies and applications for the enhancement of motor development for school-aged children.

Objectives

Students should be able to:

- Demonstrate knowledge & competency regarding normative & personal developmental milestones & experiences specifically related to motor development.
- Understand the impact of environmental influences & programming on development.
- Generate & implement developmentally appropriate activities during a high autonomy physical play program for children who have been identified at-risk of developmental delay & poor health.
- Gain practical experience in the development of motor skills & perceptual motor development through service learning experiences.

Course Content, Requirements, and Evaluation

Quizzes (50 points) Quizzes (n = 5) are an important component of a successful learning experience in KINE 2250 and will occur over the course of the semester, as scheduled. There will be made available on the Wednesday at 3:00 PM and due by 1:00 PM on the following Wednesday. **Quizzes** are ten questions (1 point per question totaling 10 points per quiz). Quizzes will be taken independently through Blackboard and students will have **one** opportunity to complete each quiz. If technical difficulties arise while complete the quiz, email the instructor and adjustments will be made. **Missed quizzes WILL NOT be made up since students have 1 week to complete them online.** Quizzes are timed and students have 12 minutes complete each quiz.

Quiz 1: Motor Behavior and Motor Development

Quiz 2: Cognitive, Social, and Prenatal Development

Quiz 3: Reflexes, Postnatal Development, & Voluntary (Rudimentary) Movement

Quiz 4: Fundamental Motor Skills

Quiz 5: Motor Assessments and Developmentally Appropriate Movement Programs

Auburn Early Learning Center Learning Experiences (25 points)

Activity participation in the movement/physical activity program and completion of a reflection paper at the end of the semester. The MPA program will occur every Wednesday from 2 – 2:50 PM starting October 13, 2010.

Out-of-Class Assignments (60 points)

There are 2 out-of-class assignments that are to be completed individually (20 points: My Motor Development) and one in a group of two (40 points: Parental Handbook Project). Students will briefly discuss each assignment in class.

Project 1 - Lesson Plan & Movement Activity (25 points)

Project 1 involves generating a developmentally appropriate lesson plan (physical play, physical activity, or motor skill activity) for child-driven learning environment. The aim of this project is to create unique, purposeful developmentally appropriate activities that emphasize learning the fundamental motor skills or the promoting physical activity while promoting cognitive development (e.g., theme relates to vegetables, colors, shapes, animals, numbers, etc). Maximum of 4 students per group.

Grading Scale: A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F < 60%

To calculate final grade: Add all the points you received and divide by total possible point, multiple X 100.

Tentative Course Schedule

All class session will meet in HC 1435 unless noted by the instructor. Any changes to the meeting location will be made in class or via email.

Data	In Class	Assignments Due
8/18 (W)	Course, Syllabus, Assignments	
8/23 (M)	Introduction to Motor Development	Chapter 1
8/25 (W)	Developmental Perspective of Motor Development	Chapter 1
8/30 (M)	Cognitive and Social Development	Chapter 2 and 3
9/1 (W)	Video: Infant Development	
9/6 (M)	NO CLASS – LABOR DAY	
9/8 (W)	Prenatal Development	Chapter 4 Quiz 1 by 1:00 PM
9/13 (M)	Prenatal Concerns 1 (Group Activities)	Chapter 4
9/15 (W)	Prenatal Concerns 2 (Group Activities)	Chapter 4 Understanding my Development Due (submit to Blackboard)
9/20 (M)	Video: Ages 1 to 2 years	
9/25 (W)	Video: Ages 2 to 3 years	
9/27 (M)	Video: Ages 3 to 4 years	
9/29 (W)	Postnatal Growth and Development	Chapter 6 + Quiz 2 by 1:00 PM
10/4 (M)	Infant Reflexes	Chapter 9
10/6 (W)	Voluntary (Rudimentary) Movement	Chapter 10
10/11 (M)	Locomotor Skills	Chapter 12
10/13 (W)	<i>Locomotor Skills, Work on Parental Handbook Project, and Movement/PA Program</i>	
10/18 (M)	WORK ON PARENTAL HANDBOOK PROJECT + Quiz 3 Due by 1:00 PM	
10/20 (W)	Object Control Skills, <i>Work on Parental Handbook Project, and Movement/PA Program</i>	Chapter 13
10/25 (M)	Presentation of Parental Handbook Project (Projects are Due) and Assessments (Group Activities)	
10/27 (W)	Movement/PA Program	
11/1 (M)	Assessments (Group Activities)	Chapter 16
11/3 (W)	Movement/PA Program + Quiz 4 Due by 1:00 PM	
11/8 (M)	Assessment (TGMD-2/Movement ABC)	
11/10 (W)	Movement/PA Program	
11/15 (M)	Planning & Conducting Developmentally Appropriate Movement and High Autonomy Physical Play Environments	Chapter 17 and Readings on Blackboard
11/17 (W)	Movement/PA Program	
11/22 (M)	Thanksgiving Break	
11/24 (W)	Thanksgiving Break	
11/29 (M)	Movement & Learning Activity Presentation and Project	Quiz 5 due by 1:00 PM
12/1 (W)	Movement & Learning Activity Presentation and Project + Movement Program?	
12/3 (M)	Movement & Learning Activity Presentation and Project	Project 3 lesson plans and teaching materials due
Final Exam TBA + Reflection Paper Due		

9. Class Policy Statements:

Attendance Policy:

Participation: Students are expected to participate in all class discussions exercises. It is the student's responsibility to contact the instructor PRIOR to class if an illness, emergency, or University-approved events event requires the student to miss class.

Attendance & Punctuality: Attendance is mandatory, students ONLY receive attendance points if they are present in class and respond to the daily question.

Late Work/Make-up Policy: No late work is accepted unless it is for a University approved absence.

Statement of Academic Dishonesty/Plagiarism: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to cheating will apply to this class. Academic dishonesty & plagiarism are unacceptable behaviors.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Statement of Student Accommodation: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo & an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT)

Classroom Policies:

- All electronic devices must be turned off during classroom or laboratory periods, with the exception of laptops – which may be used for note taking ONLY. In regards to cell phones or other mobile devices, there should be OFF (Silent) and remain that way during the duration of the course. There will be NO EMAILING, TEXTING, OR INSTANT MESSAGING DURING CLASS. If this occurs, the device will be placed in the mobile basket until the end of class.
- Students are expected to arrive to class on time, have completed the reading and homework assignments, and prepared to discuss the course reading.
- **E-mail & Blackboard:** Communication outside of class will be made using KINE 2250 Blackboard email. Therefore, students are expected to check the course space on a regular basis. Additionally, course materials (assignment guidelines, rubrics, lecture outlines, and additional resources) are posted on Blackboard. Once classes start, all emails from the instructor will be through the KINE 2250 Blackboard course. It will also be a policy for students to email the instructor through the KINE 2250 Blackboard course.
- **Lecture outlines:** Will not be printed out for students. It is the students' responsibility to download and print the outline from Blackboard.

- Assignments & Quizzes: Are completed through the Blackboard course space, unless noted.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality