

**Auburn University  
College of Education  
Department of Kinesiology  
Fall 2013 (August 21 – December 6, 2013)**

1. **Course Number:** KINE 2253 (Section 001 and 002)  
**Course Title:** Motor Development During the School Years  
**Credit Hours:** 2 semester hours  
**Class:** Online, Distance Education  
**Pre-Requisites:** None  
**Co-Requisites:** None
2. **Instructor:** Leah E. Robinson, Ph. D. / [ler0004@auburn.edu](mailto:ler0004@auburn.edu) (Section 001)  
J. Megan Irwin, M.S. / [jmi0002@auburn.edu](mailto:jmi0002@auburn.edu) (Section 002)  
**Office:** Kinesiology Building (301 Wire Road)  
**Phone:** 334-844-8055  
**Office Hours:** TBA or by appointment
3. **Text:** Payne, V. G. & Isaacs, L D. (2011). *Human Motor Development: A Lifespan Approach*. (8<sup>th</sup> Ed.), Mayfield, Mountain View: CA.

**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.
- Gain practical experience in the development of motor skills & perceptual motor development through creation of theoretical developmental interventions.

**Course Content, Requirements, and Evaluation**

**ALL STUDENTS MUST SUCCESSFULLY COMPLETE THE COURSE SYLLABUS QUIZ PRIOR TO THE START OF THE COURSE. THIS QUIZ IS NOT GRADED OR PART OF YOUR FINAL POINTS FOR THIS COURSE.**

**Discussion Questions (25 points)**

Each module section will include one discussion prompt on the discussion page of Canvas. Each student is required to think critically about the discussion prompt and add their personal input into the classroom discussion. Students are encouraged to participate frequently in classroom discussions; however, at least one post per discussion board is required. Student's posts need to be at least one paragraph and should be well-written in design to demonstrate your understanding along with the application of the course material. Discussions are worth 5 points each and points are not awarded based on the quality of the work and not the submission of the assignment.

**Quizzes (150 points)**

There are 16 quizzes (10 points each) in the course. There will be one quiz for each powerpoint lecture. Quiz questions will be based on material in the textbook, powerpoint slides and audio lectures. The lowest quiz score will be dropped at the end of the semester, resulting in 15 quizzes used to calculate your final grade. Quizzes will be

taken independently through Canvas and students will have **one** opportunity to complete each quiz. *If technical difficulties arise while completing the quiz, email the instructor and adjustments will be made.* Quizzes are timed and students have 12 minutes complete each quiz.

**Gross Motor Assessment Assignment (25 points)** – There will be one class project (25 points) in the course. The purpose of this project is to take your knowledge about motor skills and motor skill acquisition and to apply it to a real world situation. Students will choose one of two children and will watch videos of that child completing various motor skills. Using their knowledge about motor skill movement progression, students will be asked to list what stage of movement the child is currently in, what stage of movement they should be in, and design an intervention aimed at improving movement performance. This will be repeated for a total of 4 motor skills (2 locomotor, 2 object control). Students will be given a worksheet to guide them through the project. All worksheet and an example of a former student's project can be found on Canvas. **THIS PROJECT IS DUE ON MONDAY, DECEMBER 2<sup>ND</sup> BY 5:00 PM.**

Total possible points for KINE 2253 = 200 points

### **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, then multiple X 100 (i.e., 150 points (received)/ 200 points (possible) X 100 =75%).

### **Tentative Course Schedule**

Below is a schedule for course work. All section work (including chapter quizzes and classroom discussions) will open the morning of the initial section date and all work is due to by 5pm on the due date. Please note that section work will not be made available until students have finished the syllabus quiz with a 100%.

| <b>Dates Available</b> | <b>Wednesday Web Conference (12:00 -12:30 PM)</b> | <b>Module Section</b> | <b>Chapter</b>     | <b>Due Date (by 5 PM)</b> |
|------------------------|---|-----------------------|--------------------|---------------------------|
| 8/21 – 9/6             | 8/28  | I                     | 1, 2, 3            | Sept 6                    |
| 9/6 – 9/27             | 9/18  | II                    | 5, 6               | Sept 27                   |
| 9/27 – 10/18           | 10/9  | III                   | 7, 8               | October 18                |
| 10/18 – 11/8           | 10/30   | IV                    | 10, 11, 12, 13, 14 | November 8                |
| 11/8 – 12/6            | 11/20   | V                     | 16, 17             | December 6                |

Gross Motor Assessment Assignment - Due on 12/2/13 by 5 PM.

### **Wednesday Web Conference**

There will be 5 Web Conferences on Wednesdays throughout the semester. Any changes will be announced within the Canvas system. These web conferences are not graded nor required. The instructor will be present to address any student questions. To access the chat: within Canvas - click on Conference, Start it Now (for the session time), click Allow and Join Audio, click on the camera icon (if you want to use a webcam). We will be able to talk to each other via webcam or type via text.

### **9. Class Policy Statements**

**Punctuality, Late Work/Make-Up Policy, and Excused Absences:** KINE 2253 is a Distance Education course there are no reasons for excused absences or late assignments. All work must be submitted to the Canvas system on-time and prior to the respected due date. No late assignment/postings/quizzes will be accepted.

**Statement of Academic Dishonesty/Plagiarism:** The University Academic Honesty Code will be followed for this course as it relates to *unacceptable behaviors for academic dishonesty & plagiarism*. Please refer to the Student Policy eHandbook; the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

**Statement of Student Accommodation:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Classroom Policies:**

- Students are expected to have completed the reading and homework assignments on time.
- E-mail & Canvas: Communication outside of class will be made using KINE 2253 Canvas 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 Canvas. Once classes start, all emails from the instructor will be through the KINE 2253 Canvas course. It will also be a policy for students to email the instructor through the KINE 2253 Canvas course.
- Lecture outlines: Will be posted on Canvas at the opening of each section.
- Assignments & Quizzes: All discussion questions are to be emailed to instructor prior to 5 pm the day the section closes. Quizzes should be completed by 5 pm the day the section closes.

**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