# Auburn University College of Education School of Kinesiology

**Fall 2017 (August 21 – December 13, 2017)**

1. **Course Number:** KINE 2253

**Course Title:** Motor Development Across the Lifespan

**Credit Hours:** 2 semester hours

**Class:** Online, Distance Education

# Pre-Requisites: None

**Co-Requisites:** None

1. **Instructors/Emails:** Section 001: Claire Bridges [– ceb0085@auburn.edu](mailto:ceb0085@auburn.edu)

Section 002: Claire Bridges [– ceb0085@auburn.edu](mailto:ceb0085@auburn.edu) Section 003: Robyn Feiss – [rsf0012@auburn.edu](mailto:rsf0012@auburn.edu) Section 004: Robyn Feiss – [rsf0012@auburn.edu](mailto:rsf0012@auburn.edu)

Section 005: Andrew Stringfellow [– afs0018@auburn.edu](mailto:afs0018@auburn.edu) Section 006: Benjamin Miedema – [bjm0023@auburn.edu](mailto:bjm0023@auburn.edu)

Section 007: Loriane Dos Santos Favoretto [– lzd0035@auburn.edu](mailto:lzd0035@auburn.edu)

**Office:** Various Offices - School of Kinesiology Building

**Office Hours:** By appointment (email to schedule)

1. **Text**: Haywood, KM & Getchell, N (2014). *Life Span Motor Development (6th Edition) with the Web Study Guide.* Champaign, IL: Human Kinetics. [http://www.humankinetics.com/lifeSpanMotorDevelopment6e.](http://www.humankinetics.com/lifeSpanMotorDevelopment6e)

# \*\*\*The book is listed as RedShelf eBooks under the Modules tab on Canvas.\*\*\*

* 1. Your section of KINE 2253 is going to participate in the All Access program. This program works with Auburn instructors who elect to use digital course materials for their class. The benefit to you is that your book has a negotiated price from publishers that makes it less expensive than available anywhere else, and you are ready for class the first day. Since your class is an All Access course, there are a few important things to know up-front:
  2. Do NOT buy a book for this course. Material will be provided to you in Canvas with two weeks of free digital access.
  3. You will be charged $56.67 for the material by the AU Bookstore.
  4. The charge will be made to your AU e-bill on the sixteenth class day (September

12) and will appear as “Bookstore Charges-KINE 2253” on the e-bill issued following that date.

* 1. No charge will be made to your account if you drop the class or opt out of All Access before the fifteenth class day(September 11).
  2. If you choose to purchase your book on your own, you can opt out of being charged for the digital book. Log in to AU Access, click on the Student Menu, go into the All Access tab, and select opt out. You will not be charged for the book

and access to the digital material will be removed. This will only opt you out of the digital materials, not the class itself.

* 1. You will be able to view the e-Book in the course page on Canvas under the modules tab, and will also be able to download it to your computer, tablet, or smartphone for offline reading.
  2. If you are interested in a print copy in addition to the digital book in All Access, please visit the Bookstore. We can special order low-cost print versions (around

$30) for most courses in All Access. You have to stay opted into the digital part of All Access to be able to order one of these value editions. We order these after the drop and add deadline to make sure you are still in All Access.

* 1. Scholarship students: If you are an athlete or on one of the scholarships that charge at the Bookstore (VA, GI Bill), we will charge your scholarship for All Access.
  2. Please check allaccess.aubookstore.com for more program information.

1. **Course Description:** Develops understanding and skills concerning the broad concept of motor development across the lifespan.
2. **Course Objectives:** By the end of the course students will be able to:

* Define the study of motor development with respect to the historical and conceptual frameworks.
* Examine/analyze human movement across the lifespan with respect to the biomechanical, biological/physiological, psychological, social, and cognitive factors/constraints.
* Differentiate between development, growth, maturation and aging.
* Describe the developmental trajectory of locomotor, ballistic, manipulative, and fitness skills.

# Course Content, Requirements, and Evaluation:

* 1. **11 Quizzes (60% of the grade):** There are 11 quizzes in the course (one for the syllabus and one quiz for each chapter reviewed). The syllabus quiz will be based on the syllabus and navigating Canvas and the Lifespan Motor Development Web Study Guide. The chapter quiz questions will be based on material in the textbook and online lectures. The average of the 11 quizzes will be used to compute your final grade.

Quizzes are timed and students have 20 minutes to complete each quiz and must be completed by the due date listed below. **Quizzes will be taken independently through Canvas and students will have one opportunity to complete each quiz. You will not be able to take the quiz after the due date without contacting your section instructor before the quiz due date and with University-approved documentation.** Make-up quizzes for University-approved excuse will be taken in-person with your section instructor. **Any students that are found in violation of the Academic Honesty Code, including completing the quizzes with the assistance of another student (e.g., copying another student’s quiz or completing the quizzes with the help of another student) will be forwarded to the Academic Honesty Committee.**

*If technical difficulties arise while completing the quiz, email the instructor and adjustments will be made. Take a screen shot or photo to document your technical issue.*

* 1. **Individual Guided Video Assessments Using the Web Study Guide (20% of the grade):** The students will watch videos on the Web Study Guide of children performing throwing, kicking, jumping, and hopping movements and will answer quiz questions about the quality of the movement performance for each child. The goal of the first video assessment is to become a good observer of motor skills across development and to consider about the factors that influence the performance of motor skills. The goal of the second video assessment is to learn how to evaluate the stage of skill ability and to make recommendations to improve an individual’s skill.

# Movement Biography (20% of the grade):

* + - **Option 1:** The purpose of this assignment is to better understand your development from prenatal life to adulthood. To do this you will interview your parent(s) using a list of questions. You must submit your answers to these questions. You must then use any pictures, videos, text, or audio from your interview to create a short (2-3 minute) video slideshow of your developmental milestones. You will post this video slideshow to YouTube and provide your instructor with a link to review your video.
    - **Option 2:** The purpose of this assignment is to better understand your mastery of a particular skill (e.g., doing a backhand spring, shooting a lacrosse ball, throwing a curve ball, etc.). You will complete a list of questions asking about how you developed this skill and how you would break down this skill to teach a novice. You must then use any pictures, videos, or text to create a short (2-3 minute) video slideshow of this skill. In this video, you will perform the skill (at an expert/skillful level). You will then break down the major components of the skill with step-by-step instructions.
  1. **Optional Cumulative Final Exam:** Students will have an opportunity to take a 30- point cumulative final exam. This final exam may replace up to 3 quiz grades if the score on the final exam is better than the performance of the lowest 3 quiz grades. For example, my quiz grades are: 10, 10, 10, 9, 9, 9, 8, 8, 8.5, 7.5, and 7 (average = 8.73). I take the optional cumulative final exam and I receive a 27/30 = 90% then the quiz scores of 8, 7.5, and 7 are replaced by 9s. This would make your average quiz grade 9.14. If I take the optional cumulative final exam and I receive a 22/30 = 73.3% then the quiz score of 7 is replaced by 7.33. This would make your average quiz grade 8.77. If I take the optional cumulative final exam and I receive a 20/30 = 66.6% then none of my quiz scores are replaced.

# Grading Scale:

A = 90 – 100%, B = 80 – 89.9%, C = 70 – 79.9%, D = 60 – 69.9%, F < 60%

# Tentative Course Schedule

Below is a schedule for course work. All section work (including chapter quizzes and discussions) will open the morning of the initial section date and all work is due to by 11:59pm on the due date. Please note that section work will not be made available until students have finished the syllabus quiz with a 100%.

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| --- | --- | --- |
| **Module Section** | **Chapter/Assignment** | **Due Date (by 11:59 PM)** |
| **I** | **1, 2, 3** | **September 13** |
|  | **Individual Guided Video Assessment 1** | **September 22** |
| **II** | **4, 5** | **October 6** |
| **III** | **6, 7** | **October 25** |
| **III** | **8, 9** | **November 8** |
|  | **Individual Guided Video**  **Assessment 2** | **November 17** |
| **IV** | **10, 11** | **December 6** |
|  | **Movement Biography** | **December 13** |
|  | **Optional Cumulative Final** | **December 13** |

# Class Policy Statements

* 1. **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 without **contacting your section instructor before the quiz or assignment due date and with University-approved documentation (i.e., medical documentation of illness, obituary/death certificate of family member, student sponsored organization or intercollegiate athletics travel, religious observances, subpoena for court appearance).** Make-up quizzes for University-approved excused absences will be taken in-person with your section instructor.
  2. **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)
  3. **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 the **first week of classes**, or as soon as possible if accommodations are needed immediately. 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).
  4. **E-mail & Canvas:** Communication for this 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.
* Lectures: Will be posted on Canvas at the opening of each section.
* Assignments & Quizzes: All assignments are to be submitted to instructor prior to 11:59 pm the day the section closes.
* Questions: If a student has any questions regarding class material and assignments, they are to first review lectures, syllabus, and assignment instructions. If the question is not addressed in these materials, then the student should email the instructor for additional assistance.

1. **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 (i.e., no cheating or collaborating on quizzes and individual assignments)
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality