# Auburn University College of Education

# School of Kinesiology

**Fall 2021**

**(August 16 – December 10, 2021)**

1. **Course Number:** KINE 2250-003

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

**Credit Hours:** 2 semester hours

**Class:** Online, Distance Education

# Pre-Requisites: None

**Co-Requisites:** None

1. **Instructor/Email:** Ms. Mary Grayson Nix (mgn0013@auburn.edu)

**Office Hours:** You can attend office hours for any of the course instructors. **Please email the course instructor before joining office hours so that they can prepare for the session:**

**-**Ms. Lekia Redmond ([lds0021@auburn.edu](mailto:lds0021@auburn.edu)) – Wednesdays from 2-4pm: <https://auburn.zoom.us/j/85881207023>

**-**Dr. Jence Rhoads ([jar0072@auburn.edu](mailto:jar0072@auburn.edu)) – Thursdays from 9-11am: <https://auburn.zoom.us/j/81368735840>

-Ms. Mary Grayson Nix (mgn0013@auburn.edu) – Fridays from 1-3pm: <https://auburn.zoom.us/j/4644601382>

1. **Text**: Haywood, KM & Getchell, N (2014). *Life Span Motor Development (7th Edition) with the Web Study Guide.* Champaign, IL: Human Kinetics. [http://www.humankinetics.com/lifeSpanMotorDevelopment7e.](file:///Users/mgp0020/Downloads/%20http:/www.humankinetics.com/lifeSpanMotorDevelopment7e.)

# \*\*\*Please read the following information to access the textbook digitally through All Access.\*\*\*

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn… financially and academically.

**What content am I getting?**

For this course, KINE 2250, you’re getting access for the semester to Life Span Motor Development by Haywood with access to the online resources and is required content for the course.

**How do I find it?**

Look on the left-hand side of the course page in Canvas and you’ll find the content under the RedShelf link (and under Modules).  You’ll have to create an account at RedShelf to get access. See this link for more info about setting up and using RedShelf:

* <https://solve.redshelf.com/hc/en-us/articles/115003799613-Create-a-RedShelf-Account>

**What does it cost?**

For the first week of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $69.50. The print price used to be $109.

* 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.

* **If you want to opt out and not be charged**, follow the instructions posted on Canvas directly under the RedShelf link (and under Modules). You’ll lose access at the end of the two weeks, unless you’ve purchased it on your own.
* This will only opt you out of the digital materials, not the class itself.

**How do I pay?**

If you’re still opted in on **September 6th**, then we’ll send the charge to your next ebill.  This will be labeled as the course on your ebill so you’ll know. You’ll get a reminder on September 3rd about the deadline.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore. Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email [mnh0016@auburn.edu](mailto:mnh0016@auburn.edu) and we can order print copies for you.  These are done as requested, and take three to five business days to arrive. Most scholarships will not pay for All Access **and** a print copy of the book.

**What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt out deadline will be crucial for you to decide if you want to be charged or not.

**What if I need help?**

* RedShelf customer service is always an option at http://solve.redshelf.com
* For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right.
* **Russell Weldon**[**books@auburn.edu**](mailto:books@auburn.edu)**or 844-1352**
* You can also come see us at the Bookstore for in-person help.
* Also, <http://aub.ie/allaccess> has more info as well.

1. **Course Description:** Develop an 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 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: *\*\*\*All assignments require that you have stable internet access and a front-facing webcam (can see your face while completing assignments). \*\*\**

* 1. **11 Quizzes (30% of the grade):** There are 11 quizzes in the course (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 quiz final grade.

Quizzes are timed and students have 20 minutes to complete each quiz. Quizzes must be completed by the due dates listed below. **All quizzes will be administered online using ProctorU. Quizzes are closed-book, closed-note, and must be taken independently through Canvas. Students will have two opportunities to complete each quiz and the highest score will be kept.**

**Any students 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 receiving help during a quiz), using notes, textbook, or other resource will be forwarded to the Academic Honesty Committee.**

**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.

*If technical difficulties arise while completing the quiz, email the instructor* ***immediately.*** *Take a screen shot or photo to document your technical issue.*

*It is highly advised NOT to take the quizzes on your phone or tablet because if you encounter any technical difficulties your course instructor cannot resolve the issue without the help of OIT/Canvas support.*

* 1. **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 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.

The guided video assessments are open book, open note, and you will be able to access the videos and textbook while completing the “quiz”. However, you will have 30 minutes to complete the “quiz” once the quiz is launched. Please review the tutorials for each guided video assessment for additional details. **The guided video assessments must be taken independently through Canvas. Students will have two opportunities to complete the assignment and the highest score will be kept.**

* 1. **Midterm and Final (20% each; 40% total of the grade):** The midterm will cover chapters 1-5 and the final will cover chapters 6-9, 13, and 14. **The midterm and final will be administered online with a live proctor using ProctorU and must be scheduled in advanced. The midterm and final are closed-book, closed-note, and must be taken independently through Canvas. Students will have 2 hours to complete the midterm and final. Students will have one opportunity to complete the midterm and final.**

# Movement Biography (10% of the grade):

* + - **Option 1:**

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 (on a word document).
2. 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:**
3. 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.
4. 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.

Please note that both of these options require **TWO submissions**, one word document containing answers to the questions and a link to your video slideshow, **failure to submit one of these components will result in a maximum score of 50% on the assignment.**

# Grading Scale:

A = 89.95 – 100%, B = 79.95 – 89.949%, C = 69.95 – 79.949%, D = 59.95 – 69.949%, F < 59.95%

# Tentative Course Schedule

Below is a schedule for course work. All section work (including chapter quizzes and discussions) will open one week before the due date and all work is due to by 11:59pm on the due date (always on Fridays). *The only exceptions to this policy are for the movement biography (available two weeks before the due date), and the midterm/final exam (only available on the dates listed below).* 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)** |
| **Syllabus** | **Syllabus Quiz** | **Wednesday 8/18\*** |
| **I** | **1, 2, 3** | **Friday 8/20**  **Friday 8/27**  **Friday 9/3** |
|  | **Individual Guided Video Assessment 1** | **Friday 9/10** |
| **II** | **4, 5** | **Friday 9/17**  **Friday 9/24** |
|  | **Midterm (Ch. 1-5)** | **Thursday 9/30\* - Friday 10/1** |
|  | **6, 7** | **Monday 10/11\***  **Friday 10/15** |
|  | **Individual Guided Video Assessment 2** | **Friday 10/22** |
| **III** | **8, 9** | **Friday 10/29**  **Friday 11/5** |
| **IV** | **13, 14** | **Friday 11/12**  **Friday 11/19** |
|  | **Movement Biography** | **Wednesday 12/3\*** |
|  | **Final Exam (Ch. 6-9, 13, 14)** | **Tuesday 12/7\* - Wednesday 12/8\*** |

# Class Policy Statements

* 1. **Punctuality, Late Work/Make-Up Policy, and Excused Absences:** KINE 2250 is a Distance Education course so 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 your instructor 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, 234-844-2096 (V/TT).
  4. **Course Communication:** The instructors will communicate with students though the course announcements (see section E). Students may contact their instructor via email with any questions regarding class material and assignments.
* Instructors teach multiple courses, take classes, conduct research, and have personal lives. Instructors typically respond to emails within 24 hours. **Do NOT email your instructor multiple times within 24 hours, as this reduces efficiency and will NOT lead to faster responses.**
* Instructors may not respond to emails outside of typical work hours (8am – 5pm M-F). Given that most assignments are due at 11:59pm, do not expect that your instructor will be available to assist with any technical issues before the deadline if you email after typical work hours. Please plan accordingly.
* **DISRESPECTFUL EMAILS WILL NOT BE TOLERATED OR ACKNOWLEDGED.** 
  1. **Canvas:** Students are expected to check Canvas on a regular basis. All course materials (assignment guidelines, rubrics, lecture outlines, and additional resources) are posted on Canvas or available through the Web Study Guide. **All communication from the instructor will be through the KINE 2250 Canvas Announcements.**
* Lectures: Will be posted on Canvas under Modules.
* Assignments & Quizzes: All assignments are to be submitted to instructor prior to 11:59 pm the day the section closes.
  1. COVID-Related Policies: In the event that I experience an illness or COVID-related issue, the

alternative instructors will be Julia Sassi ([jzm0082@auburn.edu](mailto:jzm0082@auburn.edu)) and Dr. Pangelinan (mgp0020@auburn.edu). In the event that you experience an illness or COVID-related absence:

* + - Notify me in advance of your absence, if possible
    - Provide me with medical documentation, if possible
    - Contact me if you are unable to keep up with your coursework or adhere to due dates outlined above
    - If remaining in the class and fulfilling the necessary requirement becomes impossible due to illness or other COVID-related issues, please let me know ASAP so that we can discuss your options

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