Auburn University

College of Education

School of Kinesiology

Fall 2021

August 16 – December 3, 2020

1. Course Number: KINE7740

Course Title: Advanced Motor Development

Credit Hours: 3 semester hours

Class: MWF 12-12:50pm in STACT

Pre-Requisites: None

Co-Requisites: None

1. Instructor: Dr. Melissa Pangelinan, Ph.D.

Office: 168 School of Kinesiology Building (301 Wire Road)

Email: melissa.pangelinan@auburn.edu

Office Hours: Tu 11-12pm or by appointment via Zoom

<https://auburn.zoom.us/j/83742735074>

1. Course Materials: No textbook is required for this course. All course materials will be provided on Canvas.

1. Course Description: This course will critically evaluate motor development across the lifespan with respect to theory, research, and practice. The course will help students contextualize their research or fieldwork with respect to the theories, methods, and current approaches to examining the factors that influence the development of the motor skills at different ages and abilities.

1. Course Objectives / Student Learning Outcomes: At the end of this course, students will:
	1. Contextualize motor development within the broader field of developmental science (psychology, human development, etc.).
	2. Characterize the historical periods of the field of motor development and corresponding approaches.
	3. Describe the changes that occur during prenatal development and how these changes influence behaviors following birth.
	4. Explain the relationship between infant motor milestones and the physical, biomechanical, and neurological constraints influencing infant development.
	5. Describe the stages and patterns of motor development across childhood (preschool through elementary school).
	6. Characterize the physical, neurological, and hormonal changes that affect adolescent development and the impact of these changes on the motor system.
	7. Describe the factors that influence the continued development of motor skills and physical activity participation in adulthood and aging.
	8. Contextualize movement disabilities with respect to the typical trajectory for motor development, the assessments used in those populations, and adapted activities that would be appropriate for developing motor skills and promoting physical activities.
2. Student Learning Expectations: All students in this course are expected to have all the equipment needed to be successful in this course.
	1. All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, writing, and presenting.
	2. Please review the course schedule for days in which you are expected to participate synchronously (i.e., during the scheduled meeting time) and days in which online lectures/videos and discussions may be completed at any time before the next course meeting.
	3. Your interactions via the discussion board, during our synchronous meetings, and during your group meetings should always remain respectful. Please see Course Policies below for more details.
3. Requirements & Evaluation:
	1. In-class discussions (15%): Students will respond to discussion questions posed in class and online questions posted to canvas by 11:59pm the day before the class during which the readings will be discussed. Students should build upon the responses of the previous posts (i.e., student 2 should not have the same responses as student 1). In addition to responding to discussion questions, students will also receive credit for posting and responding to questions posed by students. The purpose of these online discussions is to facilitate critical analysis of the readings, which will serve as a framework for in-class discussions.

In-class discussion/participation point will be assessed via active participation in class.

* 1. Research Paper Presentation (25%): Students will create a PowerPoint presentation that provides an overview of an assigned paper. These presentations (slides) will be 40 minutes max. These presentations should be modeled after the presentations by Dr. Pangelinan. For the rest of the session, the student will facilitate discussion by discussing relevant posts from the class on these materials. The discussions will also be facilitated by Dr. Pangelinan as need. A rubric will be provided for grading.
	2. Annotated Bibliography (10%): The purpose of the annotated bibliography is to identify 10 key papers for your research paper (see below). You will be required to identify the research question, population, and provide citations and notes regarding the key information from each primary research article. Note: the final reflection paper only requires 5 sources (1 from class and 4 outside of class). However, it is likely that as you write your reflection paper you will find that some of the original articles you used in your annotated bibliography are no longer appropriate. A rubric will be provided for grading.
	3. Peer Review of Reflection Papers (10%): Students will review and provide feedback based on the rubric for the Reflection papers. The purpose of the review is to assist fellow students to improve the clarity and content of their reflection paper prior to the final submission for a grade.
	4. Reflection Paper (40%): 5 single-spaced pages max, 5 references minimum. A rubric will be provided for grading.
		1. Option 1 (Synthesis and Update): Critically evaluate at least 1 paper assigned for class. Identify themes, problems, or methods that are relevant. Critically evaluate at least 4 additional papers from the last 5 years that have built upon these readings. For example, evaluate the papers regarding the relationship between motor development and physical fitness in childhood and adolescence. Provide a research update on new studies that have investigated this topic in the last 5 years.
		2. Option 2 (Disabilities): Synthesize at least 1 paper assigned for class. With this framework in mind, critically evaluate at least 4 additional papers that use a similar methodology or are focused on a particular set of movement abilities in those with a developmental disability. For example, evaluate at the papers focused on infant and early childhood motor milestones. Then examine research papers that examine the development of these motor milestones in infants born premature and through early childhood.
	5. Grading Scale (100 possible points): A = 90-100%; B = 80-89%, C = 70-79%; D = 60-69%; F < 60%
1. Course Policies
	1. Participation – Participation during each class session is necessary for student engagement and learning. As such, students are expected to arrive on time for each session, unless the student has contacted me in ADVANCE via email and has received an email from me confirming the absence.

Students that are absent from class must complete one of the discussion posts (on canvas) in order to receive credit for their review of the paper discussed during the missed class.

* 1. Plagiarism – Students are to uphold the University Academic Honesty Code. Please refer to the Student Policy eHandbook for more details: [www.auburn.edu/studentpolicies.](http://www.auburn.edu/studentpolicies)

**\*\*\* NOTE: Students should use Grammarly.com or another similar resource ensure that you have not plagiarized any material from your primary sources.\*\*\***

* 1. Statement of Student Accommodations – Student who request accommodations are asked to submit their approved accommodations through AU Access and arrange a meeting via during the first week of class. If you have not established accommodations through the Office of Accessibility, but need accommodations, please make an appointment with the Office of Accessibility (1228 Haley Center, 334-844-2096).
	2. Classroom Policies / Professionalism – Students are expected to be on‐time, prepared (i.e., read the material for class and responded to online discussion posts), and respectful during class. Texting, emailing, or engaging in activities unrelated to class will not be tolerated.
	3. Diversity Statement: We are committed to creating an open, diverse, and inclusive academic and social environment.
	4. COVID-Related Policies: In the event that I experience an illness or COVID-related issue, the alternative instructor will be Julia Sassi (jzm0082@auburn.edu). In the event that you experience an illness or COVID-related absence:
		1. Notify me in advance of your absence, if possible
		2. Provide me with medical documentation, if possible
		3. Contact me and your group members if you are unable to keep up with your coursework or adhere to due dates outlined below
		4. 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. Course Schedule

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| Date | Developmental Period | Readings |
| M – 8/16  | Overview | What is motor development? |
| W – 8/18 - ONLINE LECTURE | Overview | (Grace et al., 2016) How to read a research article?How to read a review article? |
| F – 8/20  | Overview | (Adolph & Robinson, 2015) – Part 1 |
| M – 8/23  | Overview | (Adolph & Robinson, 2015) – Part 2 |
| W – 8/25 - *Guest lecture by Todd Shipman meet at Mell* | Overview | Conducting a literature search with Todd Shipman |
| F – 8/27 | Overview | (Whitall et al., 2020) – Part 1 |
| M – 8/30 – ZOOM <https://auburn.zoom.us/j/83742735074> | Overview | (Whitall et al., 2020) – Part 2 |
| W – 9/1 – ONLINE LECTURE | Overview | (Clark & Metcalfe, 2002) – Part 1 |
| F – 9/3 – ZOOM <https://auburn.zoom.us/j/83742735074> | Overview | (Clark & Metcalfe, 2002) – Part 2 |
| W – 9/8 | Prenatal Development | The Biology of Prenatal Development(De Vries & Fong, 2006) |
| F – 9/10 | Prenatal Development | Conception to Birth Visualized Grigore et al. (2018)  |
| M – 9/13  | Infancy | (Amiel-Tison, 1968) |
| W – 9/15 | Infancy | (Thomason et al., 2018)  |
| F – 9/17  | Infancy | (Girault et al., 2020)  |
| M – 9/20  | Infancy | (Smith & Lloyd, 1978) |
| W – 9/22 - ONLINE LECTURE | Infancy | Netflix Babies Documentary |
| F – 9/24 – ZOOM <https://auburn.zoom.us/j/83742735074> | Early Childhood | Measuring Motor Skills - TGMD-3 – Julia Sassi Guest Lecture |
| M – 9/27 | Early Childhood | Measuring Physical Activity – Trost (2007)  |
| W – 9/29  | Early Childhood | (Rosenbaum & Gorten, 2012)  |
| F – 10/1 | Early Childhood | (True et al., 2017)  |
| M – 10/4  | Early Childhood | (Veldman et al., 2015) |
| W – 10/6  | Early Childhood | (Stodden et al., 2008) |
| F – 10/8 - NO CLASS – FALL BREAK | \*Submit your annotated bibliography! |
| M – 10/11  | Middle/Late Childhood | Weiss (2020) – Part 1 |
| W – 10/13  | Middle/Late Childhood | Weiss (2020) – Part 2 |
| F – 10/15 | Middle/Late Childhood | (Kantomaa et al., 2013)  |
| M – 10/18 | Middle/Late Childhood | (Malina, 2014)  |
| W – 10/20 | Adolescence | (Vazou et al., 2019)  |
| F – 10/22 | Adolescence | (Lloyd et al., 2014) \*Submit your paper for peer review! |
| M – 10/25  | Adolescence | (Lloyd et al., 2016) |
| W – 10/27  | Adolescence | (Opstoel et al., 2015) |
| F – 10/29 – *meet in the lab (024)* | Adolescence | Measuring Functional Fitness - FITNESSGRAM |
| M – 11/1  | Adolescence | Lal et al. (2018) <https://www.cdc.gov/concussion/headsup/clinicians/> |
| W – 11/3  | Adolescence | (Jayanthi, LaBella, Fischer, Pasulka, & Dugas, 2015)  |
| F – 11/5 | Adolescence | (Tammelin et al, 2003) \*Submit peer review! |
| M – 11/8 | Adulthood | (Stodden, True, Langendorfer, & Gao, 2013)  |
| W – 11/10  | Adulthood | (Voelcker-Rehage & Niemann, 2013)  |
| F – 11/12 | Adulthood | (Seidler et al., 2010)  |
| M – 11/15 | Aging | (Hupin et al., 2015) |
| W – 11/17 | Aging | (Northey et al., 2018)  |
| F – 11/19 - ONLINE LECTURE | Aging | Steve Blair Lecture |
| M – 11/22 – F - 11/26 - NO CLASS –THANKSGIVING BREAK  |  |
| M – 11/29 – ZOOM <https://auburn.zoom.us/j/83742735074> | Aging | \*\*\*TBD\*\*\*\*Submit reflection paper |
| W – 12/1 – ZOOM<https://auburn.zoom.us/j/83742735074> | Final reflections |  |