**KINE 2250 Motor Development Across the Lifespan**

Monday & Wednesday | 9:00-9:50am | [STACT 253](https://cws.auburn.edu/map/?id=41)

**Instructor:** Dr. Rachel Williams

**Email:** Rew0021@auburn.edu

**Email Hours:** 7:30am-5:30pm Monday-Friday\*

**Office:** Kinesiology Building Office 175

**Office Hours:** 9:30-10:30 Tuesday & Thursday or by appointment\*

\*Holidays and breaks may affect this schedule.

**Course Materials**

* Textbook

~ Required Textbook Available through [All Access](https://www.aubookstore.com/all-access)

~ Access E-Book and Online Materials through Canvas (see RedShelf navigation)

Haywood & Getchell. (2021). *Lifespan Motor Development* (7th edition). Human Kinetics.

**~** includesHKPropel Access (students will activate during first week of class)

* Access to Canvas & TigerMail
* Notetaking materials

Acquiring course materials can sometimes be challenging. If a student has financial concerns about obtaining the required textbook or other resources, please do not hesitate to reach out to your instructor. Student success in this course is important, and the instructor wants to ensure that everyone has access to the necessary materials. Please contact the instructor as soon as possible if you need support.

**Course Description, Objectives, and Outcomes**

This course aims to help students develop an understanding and the skills concerning the broad concept of motor development across the lifespan. (2 credit hours)

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| --- | --- |
| **Objective** | **Outcome** |
| Analyze Key Concepts in Motor Development | Define and explain fundamental concepts in motor development, including principles of motion and stability.  |
| Evaluate Theoretical Perspectives | Critically compare and contrast at least three theoretical perspectives on motor development. |
| Assess Early Motor Development Milestones | Identify and describe typical milestones in early motor development and analyze variations due to individual differences or environmental factors. |
| Examine the Development of Locomotion | Describe the stages of locomotor development from infancy through adolescence and evaluate the factors that influence these stages.  |
| Differentiate Ballistic and Manipulative Skills  | Distinguish between ballistic and manipulative skills, outlining their developmental trajectories and their implications for physical education and therapy. |
| Investigate Physical Growth and Aging | Analyze how physical growth, maturation, and aging affect motor performance and overall physical fitness across the lifespan.  |
| Explore Sensory Perceptual Development and Its Impact on Motor Skills | Explain the role of sensory perceptual development in motor skill acquisition and performance.  |
| Investigate Psychosocial and Cultural Influences | Assess how psychosocial and cultural constraints affect motor development and fitness levels.  |

**Classroom Policies**

Communication

Students may contact the instruction via [TigerMail](https://login.microsoftonline.com/common/oauth2/authorize?client_id=00000002-0000-0ff1-ce00-000000000000&redirect_uri=https%3a%2f%2foutlook.office365.com%2fowa%2f&resource=00000002-0000-0ff1-ce00-000000000000&response_mode=form_post&response_type=code+id_token&scope=openid&msafed=1&msaredir=1&client-request-id=599f4c3b-eb39-da16-70e8-415e9aebc575&protectedtoken=true&claims=%7b%22id_token%22%3a%7b%22xms_cc%22%3a%7b%22values%22%3a%5b%22CP1%22%5d%7d%7d%7d&domain_hint=auburn.edu&nonce=638587392856094483.e5b6a7d9-4537-4178-9451-40061be727c1&state=DYu7DoAgDABBv8PVDQVpaRmM3wLC5iMxQX_fDnfL5bRSqhc6QVuRouAZmXxcGIONAOynijkkKtEAejLgiE0EdAasDS5XWmh3Wt5hvr80b09Nx7mmlttzTbW08S2rhB8) with any questions/concerns. Please refrain from using a personal email address, as these often go to “junk”. Using a TigerMail account ensures the message is received in the instructor’s inbox.

Please allow up to 24 business hours for the instructor to read and respond to your email. Emails received outside normal business hours, or when the university is administratively closed, will be responded to the next available business day.

Canvas

Students will access all necessary course materials on [Canvas](https://auburn.instructure.com/login/ldap). Each week, the instructor will send an announcement, through Canvas, to update students on upcoming lectures and assignments. It is the student’s responsibility to familiarize themselves with the Canvas course and ask for clarification/assistance at least 24 business hours before an assignment is due. Technical issues with Canvas should be directed to [OIT](https://www.auburn.edu/oit/sg/).

Students have control over Canvas notification settings for each course. It is highly recommended for students to set up course notifications to be alerted when:

* an announcement is posted
* an assignment is due
* a grade is released
* a comment is made on an assignment

Attendance & Excused Absence

Students earn points for arriving to course meetings on time and staying for the duration of the course. Students may miss three courses without documented excusal.

|  |  |
| --- | --- |
| **Days Attended** | **Points Earned** |
| 26-29 days | 200 points |
| 25 days | 190 points |
| 24 days | 180 points |
| 23 days |  170 points |
| 22 days |  160 points |
| 21 days |  150 points |
| 20 days | 140 points |
| < 20 days | No points: FA |

\*Students must attend 20 days of class to pass the course.

If students plan to arrive late or leave early, this must be approved by the instructor to receive attendance points for the day. If a student has an excused absence, it is the student’s responsibility to communicate with the instructor to receive attendance points for the day(s) missed. *Appropriate documentation is required for all excused absence requests.*

Students are granted excused absences from class for the following reasons:

* Illness/injury of student preventing them from attending class
* Serious illness of immediate family
* Death of student immediate family
* Trips for university-sponsored clubs, courses, athletics
* Subpoena for court appearance
* Religious holidays

Students who wish to have an excused absence from class for any other reason not listed above must contact the instructor as soon as possible 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 absence. In no cases should students make this request more than one week after the absence.

Make-up work may be assigned when excused absences, with documentation, are approved by the instructor. Except for extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Grading**

This course uses a point system where students earn points towards their overall grade based on the quality/accuracy which they are completed.

|  |  |  |
| --- | --- | --- |
| **Earned Letter Grade** | **Interpretation** | **Earned Points** |
| A | Superior | 900+ |
| B | Good | 800-899 |
| C | Acceptable | 700-799 |
| D | Passing | 600-699 |
| F | Failure | <600 points |
| FA | Failure for Excessive Absence | \*See note |
| IN | Incomplete | \*\*See note |

\*A failure for excessive absence is earned when students attend less than 20 class meetings.

\*\*An incomplete grade must be requested by the student due to documented unforeseen circumstances (e.g., mental/physical illness or injury, death of family member, etc.)

**Assignments**

Throughout the semester, students will complete numerous assignments to aid in obtaining the course objectives and outcomes listed above.

* All assignment instructions will be posted on Canvas
* Students will submit all assignments by the due date on Canvas, unless otherwise noted in the instructions. Should a student have technical difficulties uploading their assignment to Canvas, they should email a copy of their completed work to the instructor before the noted deadline.
* Students wishing for feedback or aid on any given assignment should reach out to the instructor at least 48 business hours prior to the deadline.
* Students wishing to review a graded assignment should drop-in during office hours or schedule a meeting with the instructor no more than one week after the assignment has been graded.
	+ Students wishing to review any assignments prior to the final exam should attend an office hour meeting prior to reading day.
* Unexcused late work will be accepted with a penalty of 10% deduction per day late, up to 3 days (includes weekend days) for a max reduction of 30% from earned grade. After three days, the assignment will no longer be accepted.
* Students who need to request an extension on an assignment due date must email the instructor at least 24-hours prior to the due date to avoid a late penalty. The instructor reserves the rights to deny students an extension. Failure to meet to extend deadline will result in the late penalty following the guidelines above.

Earning Points from Assignments

There are five assignment categories, each with multiple opportunities to earn points. There are more points offered than needed to earn an A in the course. A description of each assignment category is below; individual assignment instructions, grading, and due dates are provided on Canvas.

|  |  |
| --- | --- |
| **Assignment Category** | **Points Possible** |
| Attendance\* | Earn up to 200 points |
| In-Class Checkpoints | Earn up to 200 points |
| Homework | Earn up to 180 points |
| Practice Questions  | Earn up to 180 points |
| Tests | Earn up to 600 points |
| Development Project  | Earn up to 300 points |
| **Total Possible Points\*\*** | **1,660 points possible** |

\*A minimum of 140 points must come from attendance to pass the course.

\*\*To earn an A, you need a minimum of 900 points. Attempt all assignments; there is room for error.

*Attendance*

Please see the section on Attendance & Excused Absences. Students are highly encouraged to attend each class to obtain lecture materials, learn from/with their peers, and ask questions.

*In-Class Checkpoints*

Randomly throughout the semester, the instructor will ask students to complete checkpoints which will help the instructor better understand the classes’ comprehension of the reading and lectures. These are summative assessments; simply submitting a checkpoint will result in full points, even if responses are incorrect. After checkpoints are hand in, an answer key will be posted on Canvas. In the event of an excused absence on the day a checkpoint is given, the student will have the opportunity to submit a response to a different checkpoint question for points.

*Homework*

Students are expected to read one-week ahead of lectures so they may come prepared to class with a general exposure to the course material. For each chapter, the instructor will provide a variety of worksheets that coincide with the assigned chapter reading to guide notetaking, studying, and application of the material. Students are highly encouraged to complete 1 homework assignments per chapter to earn points towards their overall grade.

*Practice Questions*

The instructor will provide up to 10 practice questions for each chapter including a variety of multiple choice, true-false, and/or fill-in the blank. Students are encouraged to attempt all practice questions to earn as many points as possible.

*Tests*

At the end of a unit, students will sit for an in-person, paper test. Test will comprise of a variety of 30 questions. This may include multiple choice, true-false, fill-in the blank, short essay and/or long essay responses. Study guides will not be provided. Students are highly encouraged to sit for all three exams to earn as many points as possible.

The final exam will comprise of a variety of 90 questions (30 from each unit). This may include multiple choice, and true-false questions only. Students who do not need points from the final exam to earn their desired grade in the course may choose to not sit for the exam.

*Motor Development Project*

Throughout the semester, students will deepen their understanding of motor development across different stages of the lifespan by analyzing and comparing motor development in infancy, early childhood, late childhood, adolescence, early adulthood and older adulthood. Students will use peer-reviewed articles, their textbook, anecdotal evidence to explore and synthesize information on how motor skills develop, change, and are maintained over time. Students will work with the instructor to determine final project format and presentation.

**University Dates, Policies, and Procedures**

Important Dates

To view university-established dates regarding add-drop, course withdrawal, and breaks, please see the [2024-2025 Academic Calendar](https://auburn.edu/about/academic-calendar/).

Participation and Classroom Behavior

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

Accessibility

Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

Academic Honesty

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Generative Artificial Intelligence Tools

In this course, students are permitted to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

Emergency Contingency

If normal class is disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Course Schedule**

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| **Week** | **Day** | **Topic** |
| **1** | August | 19 | First Day/Syllabus |
| August | 21 | First Day Cont. |
| **2** | August | 26 | Ch 1 |
| August | 28 | Ch 2 |
| **3** | September | 2 | Labor Day – No Class |
| September | 4 | Ch 3 |
| **4** | September | 9 | Ch 4 |
| September | 11 | Ch 5 |
| **5** | September | 16 | Ch 6 |
| September | 18 | Ch 7 |
| **6** | September | 23 | Activity |
| September | 25 | Test 1 |
| **7** | September | 30 | Ch 8 |
| October | 2 | Ch 9 |
| **8** | October | 7 | Activity |
| October | 9 | Ch 10 |
| **9** | October | 14 | Ch 11 |
| October | 16 | Ch 12 |
| **10** | October | 21 | Activity |
| October | 23 | Test 2 |
| **11** | October | 28 | Ch 13 |
| October | 30 | Ch 14 |
| **12** | November | 4 | Ch 15 |
| November | 6 | Ch 16 |
| **13** | November | 11 | Ch 17 |
| November | 13 | Ch 18 |
| **14** | November | 18 | Activity |
| November | 20 | Test 3 |
| **15** | November | 25 | Thanksgiving Break – No Class |
| November | 27 | Thanksgiving Break – No Class |
| **16** | December | 2 | Presentations |
| December | 4 | Presentations |
| **Final Exam** | December | 13 | Cumulative; 8-10am |

\*Students are expected to read the chapter prior to attending class. To help guide notetaking, complete the chapter outline for points each week.

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