

**Auburn University
College of Education
Department of Kinesiology
Spring 2012**

- 1. Course Number:** KINE 4610
Course Title: Motor Development Across the Life Span
Credit Hours: 3 semester hours
Prerequisite: KINE 3020
Corequisite: None

- 2. Instructor:** Samuel W. Logan, Doctoral Candidate
Email: swl0003@auburn.edu
Office: Haley Center 1467 (mailbox is located in Coliseum 2050)
Phone: N/A
Office Hours: TBD (By Appointment)
Class Meeting: Monday and Wednesday, 2:00-3:15 PM (Haley Center 1435)

- 3. Date Syllabus Prepared:** July, 1998; reviewed and updated January 2012

- 4. Text:** Payne, V. G. & Isaacs, L. (2011). Human Motor Development: A Lifespan Approach, (8th Ed.). McGraw-Hill, Mountain View: CA. **ISBN-10:** 0078022495 **ISBN-13:** 978-0078022494

- 5. Additional Course Readings:** Posted on Blackboard

- 6. Course Description:** Develops understanding and skills concerning the broad concept of motor development across the life span.

- 6. Course Content:**
 - a) Introduction to motor development and contextual influences on motor development
 - b) Motor development theories
 - c) Motor development models and principles of motor development
 - d) Cognitive, social, toy play, competitive, rules conformity, body image development and
 - e) motor development
 - f) Phases of motor development: Reflexes and rudimentary movements;
 - g) Fundamental motor skill development (object control/manipulative and locomotor skills)
 - h) Fine motor development across the life span; Motor assessments
 - i) Growth from conception to death
 - j) Intra-sex and inter-sex growth differences
 - k) Skeletal age and secular trends
 - l) Prenatal influences and motor development
 - m) Exercise and motor development across the life span
 - n) Sport and motor development across the life span
 - o) Physiological changes with exercise across the life span

p) Developmental motor delays

7. Course Requirements (Evaluation & Grading):

Examinations (100 points each X 2 = 200 points) - Students will be required to complete two (2) examinations during the semester. Examinations consist of a series of multiple choice, true/false, short answer, and matching questions.

Field Experience Participation (100 points)

Observation 1 (10 points) + Observation 2 (10 points) + Participation 1 (20 points) + Participation 2 (60 points)

Students will observe the Early Learning Center movement program two times during the semester. Students will aid in instruction during one session. Students will design and implement a developmentally and instructionally appropriate lesson plan during one session.

Participation 2 (60 points) involves generating a developmentally appropriate lesson plan (physical play, physical activity, or motor skill activity) for child-driven learning environment. The aim of this project is to create unique, purposeful developmentally appropriate activities that emphasize learning the fundamental motor skills or the promoting physical activity while promoting cognitive development (e.g., theme relates to vegetables, colors, shapes, animals, numbers, etc.).

Field Experience Reflection Paper (30 points)

Students will be required to complete a two-page reflection paper about the field experience. This paper should include:

- a) a description of previous experience with caring for and/or teaching children (5 points)
- b) a brief description of at least 3 concepts covered during lecture and how these concepts were observed during the field experience (10 points)
- c) a description of what was learned during the field experience that would have been difficult to learn through lecture (5 points)
- d) a description of the positive aspects of the field experience (2.5 points)
- e) a description of the negative aspects of the field experience (2.5 points)
- f) a description of what you learned from the field experience (5 points)

Final Course Project 75 points (Written Assignment) + 25 Points (Verbal Presentation) = 100 points total

Critical Aspect of a Journal Article about a Research study

Students will be required to complete a course project with a partner (2 person MAX group). This assignment is designed to provide the opportunity to apply motor development concepts obtained throughout the course. Select a research study that has been reported in a major scientific journal within the past three years. Be certain that the article you have selected is pertinent for this course, lifespan motor development. If you are unsure whether the article is appropriate, talk to your

instructor. Once you have decided on an article that is appropriate and interesting to you, summarize and critique the research. Use your own words to summarize the article. Be especially careful not to plagiarize the article; don't just add or delete material to create your abstract. Type and double-space your paper. It should be approximately two pages in length and should be submitted with a copy of the original article.

The verbal presentation should last 10-12 mins. Each group member will need to present for at least 5 mins.

****The assignment description and grading rubric/criteria are located within the Assignment page within Blackboard****

Discussion Postings and In-Class Activities (20 points total)

Throughout the course there will be opportunities for students to respond to questions posed by the teacher through Blackboard discussion posting or to engage in classroom learning activities. The response and assignment are an application of the content learned in the course and through outside sources. A practice posting will be completion prior to the first assigned discussion posting.

450 total points

Grading Scale:

A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F < 60%

To estimate final grade: Add all the points you received and divide by total possible point, multiple X 100.

8. Class Policy Statements:

Attendance Policy:

Participation: Students are expected to participate in all class discussions exercises. It is the student's responsibility to contact the instructor PRIOR to class if a medical illness or emergency and University-approved events event requires the student to miss class.

Attendance & Punctuality: Attendance is mandatory.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence 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 absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Late Work/Make-up Policy: No late work is accepted unless it is for a University approved absence. Students must make up written exam within 48 hours.

Statement of Academic Dishonesty/Plagiarism: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to cheating will apply to this class. Academic dishonesty & plagiarism are unacceptable behaviors.

Statement of Student Accommodation: Students who need accommodations are asked 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. Bring a copy of your Accommodation Memo & an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT)

Classroom Policies:

- All electronic devices must be turned off during classroom or laboratory periods, with the exception of laptops – which may be used for note taking ONLY. In regards to cell phones or other mobile devices, there should be OFF (Silent) and remain that way during the duration of the course. There will be NO EMAILING, TEXTING, OR INSTANT MESSAGING DURING CLASS.
- Students are expected to arrive to class on time, have completed the reading and homework assignments, and prepared to discuss the course reading.
- E-mail & Blackboard: Communication outside of class will be made using KINE 4610 Blackboard 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 Blackboard. Once classes start, all emails from the instructor will be through the KINE 4610 Blackboard course. It will also be a policy for students to email the instructor through the KINE 4610 Blackboard course.
- Lecture outlines: Will not be printed out for students. It is the students' responsibility to download and print the outline from Blackboard.
- Assignments & Quizzes: Are completed through the Blackboard course space, unless noted.
- Unannounced quizzes: Are possible through the course, points from unannounced quizzes will be integrated into the established grading system. If a quiz is missed only students with an excused absence can retake the quiz.
- Assignments: All outside class assignments must be **TYPED, 12-point font** and **doubled spaced**. Handwritten assignments will not be accepted. In the top hand corner of the assignments, it should contain the students name, date, and name of the assignment.
- Active Learning Activities: Various active learning activities will be completed during the course that will aid in creating a successful

learning experience. The activities are intended to give you the opportunity to learn course content by engaging in guided activities and completing brief in-class assignments.

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

9. Tentative Course Schedule: Students will be notified of any changes to the schedule.

Class Date	Topic	Reading/Assignment
1/18 (W)	Syllabus review, Introduction to Motor Development	Read Syllabus/Get Textbook/Read Chapter 1
1/23 (M)	Introduction to Motor Development (con't) Theories + Models of Motor Development	Chapter 1
1/25 (W)	Cognitive and Social Development	Chapter 2 and 3
1/30 (M)	Prenatal Development	Chapter 5
2/1 (W)	How to Design Movement Programs	Chapter 15
2/6 (M)	Prenatal Concerns and Teratogens	Chapter 5 + Observation Group 1 and 2
2/8 (W)*	Growth and Maturation	Chapter 7 + Observation Group 3 and 4
2/13 (M)	Growth and Maturation	Chapter 7 + Observation Group 5 and 6
2/15 (W)	Inter- and Intra-sex differences	Chapter 7 + Movement Program Group 1 + Observation Group 2
2/20 (M)	Physiological Changes	Chapter 8 + Movement Program Group 2 + Observation Group 1
2/22 (W)	Physiological Changes	Chapter 8 + Movement Program Group 3 + Observation Group 4

2/27 (M)**	Exam 1: Class time 2:00-3:15 p.m.	
2/29 (W)	Infant Reflexes and Voluntary Movement	Chapter 10, 11 + Movement Program Group 4 + Observation Group 3
3/5 (M)	Infant Reflexes and Voluntary Movement	Chapter 10, 11 + Movement Program Group 5 + Observation Group 6
3//7 (W)	Locomotion Skills of Childhood	Chapter 13 + Movement Program Group 6 + Observation Group 5
3/12 (M)	No Class- Spring Break	N/A
3/14 (W)	No Class- Spring Break	N/A
3/19 (M)	Locomotion Skills of Childhood	Chapter 13 + Movement Program Group 1
3/21 (W)	Object Control Skills of Childhood	Chapter 14 + Movement Program Group 2
3/26 (M)	Object Control Skills of Childhood	Chapter 14 + Movement Program Group 3
3/28 (W)	Development Motor Delays	Chapter 16 + Movement Program Group 4
4/2 (M)	Development Motor Delays	Chapter 16 + Movement Program Group 5
4/4 (W)	Movement in Adulthood	Chapter 17 + Movement Program Group 6
4/9 (M)***	Movement in Adulthood	Chapter 17
4/11 (W)	Assessments	Chapter 18
4/16 (M)	Assessments	Chapter 18
4/18 (W)	Presentations	
4/23 (M)	Presentations	
4/25 (W)	Exam 2	

*Observations begin for Early Learning Center Movement Program. Lecture time occurs from 2:45-3:15 p.m.

**Exam day: Lecture time = 2:00-3:15 p.m.

***Lecture time resumes to 2:00-3:15 p.m.

FINAL PROJECT

CRITICAL ABSTRACT OF A JOURNAL ARTICLE ABOUT A RESEARCH STUDY

Select a research study that has been reported in a major scientific journal within the past three years. Recommended journals are listed at the end of this assignment. Be certain that the article you have selected is pertinent for this course, lifespan motor development. If you are unsure whether the article is appropriate, talk to your instructor. Once you have decided on an article that is appropriate and interesting to you, summarize and critique the research. Use your own words to summarize the article. Be especially careful not to plagiarize the article; don't just add or delete material to create your abstract. Type and double-space your paper. It should be approximately two pages in length and should be submitted with a copy of the original article.

Given sufficient time, the class will discuss abstracts informally on the day papers are submitted. Be prepared to give a brief, informal summary and critique of the research you have abstracted.

1. Title page

Author's Last Name, Initials. (year of publication). Title of the study selected. *Name of the Journal, Volume number, pages of article.*

Your name

Course name and number

Then, starting on the first page of your abstract:

2. Purpose of the study

Briefly explain why the author(s) undertook this research. This is often a concise, one-sentence explanation at the beginning of the article.

3. Methods or procedures

Briefly explain the protocol used to conduct the investigation. Be concise, and avoid details such as the brand names of equipment used or the town in which subjects were tested.

4. Results

Explain the results of the study. However, do not attempt to decipher the statistical analysis if you have had no experience with statistics. A simpler way of reporting results is to go directly to the end of the article's results or discussion section, where the study's findings are usually explained in nonstatistical terminology.

5. Criticism

Discuss your reaction to the research. Was this a worthwhile investigation? Why or why not? Are the findings practical? Explain and give examples. Do you think the experimenters followed proper scientific procedures? Explain and give examples. This section should reflect considerable thought on your part if you wish to do well on the assignment. Substantiate any claim you make.

Criteria for Evaluation

1. Format
2. Writing clarity
3. Relevance and accuracy of comments
4. Organization
5. Validity and relevance of critique
6. Substantiation of claims
7. Relevance of study selected
8. Adherence to assignment guidelines

Problems You May Encounter

1. Paper too brief. Be concise—that's brief but information packed.
2. Poor writing or typing, resulting from little or no proofreading.
3. Plagiarizing.
4. Failing to include a critique, or including a token critique.
5. Selecting a journal article not related to lifespan motor development.
6. Paper too long. The key to successful abstracting is being able to condense a vast amount of information into a few paragraphs.
7. Selecting an article about multiple studies. This complicates efforts to thoroughly summarize and critique just one of them.
8. Failing to submit a copy of your article.

The following journals are recommended, though many others would be appropriate:

Child Development

Developmental Medicine and Child Neurology

Medicine and Science in Sports and Exercise

Pediatric Exercise Science

Perceptual and Motor Skills

Research Quarterly for Exercise and Sports

Journal of Applied Physiology

Journal of Gerontology

Journal of Human Movement Studies

Journal of Motor Behavior

Journal of Strength and Conditioning Research