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**Auburn University College of Education School of Kinesiology**

**Spring 2017 (January 11 – May 1, 2017)**

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| **1.** | **Course Number: Course Title: Credit Hours: Class:****Pre-Requisites: Co-Requisites:** | KINE 2253Motor Development Across the Lifespan 2 semester hoursOnline, Distance Education NoneNone |
| **2.** | **Instructors/Emails:****Office:** | Section 001: Dr. Alice Buchanan – buchaa2@auburn.edu Section 002: Claire Bridges – ceb0085@auburn.edu Section 003: Jerraco Johnson – jlj0042@auburn.edu Section 004: Megan Irwin – jmi002@auburn.edu 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>

**\*\*\*MAKE SURE THAT YOUR TEXTBOOK PURCHASE INCLUDES WEB STUDY GUIDE. IF THE WEB STUDY GUIDE IS NOT INCLUDED, YOU CAN PURCHASE IT ON THE HUMAN KINETICS**

**WEBSITE FOR $19.95:** [**http://www.humankinetics.com/products/all-products/Life-Span-**](http://www.humankinetics.com/products/all-products/Life-Span-) **Motor-Development-Web-Study-Guide-6th-Edition\*\*\***

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.
3. **Course Content, Requirements, and Evaluation:**

**A. 12 Quizzes (60% of the grade):** There are 12 quizzes in the course (one for the

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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 12 quizzes will be used to compute your final grade.

Quizzes are timed and students have 15 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.

*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 Assessment Using the Web Study Guide (10% 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 this assignment is to become a good observer of motor skills across development and to think about the factors that influence the performance of motor skills.
2. **Group Video Assessment Using the Web Study Guide (10% of the grade):** Students will work in assigned groups of 4-6 to watch videos of individuals performing different motor skills. Each student will complete a report of their observations from the videos of one skill and will respond to one discussion question in the report. Students will collaborate via a discussion threads and each student is responsible for an equal contribution to the final submission (**one report per group**). The discussion threads will be read by the instructor but not graded (only the final submission will be graded).

Inherently, there will be some discrepancy amongst individual contributions. As such, each student will fill out a group evaluation to rate the contribution of the other group members. The individual grade on the assignment will be adjusted by the average rating for each individual. For example, if the group receives a grade of 30/30 points on their first assignment and if student A is rated as 100% by all other group members, he/she will receive 30/30 for the assignment. If student B is rated by other group members as 80%, he/she will receive 24/30.

1. **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

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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.

**E. 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, 7.5, and 7 (average = 8.625). I take the optional cumulative final exam and I receive a 27/30 = 90% then the quiz scores of 7.5, 7.5, and 7 are replaced by 9s. 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. If I take the optional cumulative final exam and I receive a 20/30 = 66.6% then none of my quiz scores are replaced.

1. **Grading Scale:**

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

1. **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** | **January 25** |
|  | **Individual Guided Video Assessment** | **February 3** |
| **II** | **4, 5** | **February 17** |
| **III** | **6, 7** | **March 3** |
| **III** | **8, 9** | **March 22** |
|  | **Group Video Assessment** | **March 31** |
| **IV** | **10, 11** | **April 14** |
|  | **Movement Biography** | **April 28** |
|  | **Optional Cumulative Final** | **May 1** |

**9. Class Policy Statements**

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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.
	1. Lectures: Will be posted on Canvas at the opening of each section.
	2. Assignments & Quizzes: All assignments are to be submitted to instructor prior to 11:59 pm the day the section closes.
	3. 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.
5. **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)

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* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality