**KINE 7740 Advanced Motor Development**

001 – MWF @ 8am in STAC 249

**Instructor:** Dr. Rachel Williams

**Email:** [Rew0021@auburn.edu](mailto:Rew0021@auburn.edu)

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

**Office:** Kinesiology Building Office 175

**Office Hours:** 9:00-10:40 Tuesday & Thursday or by appointment\*

\*Holidays and breaks may affect this schedule.

**Course Materials**

* Required readings will be provided on Canvas
* Access to Canvas & TigerMail
* Notetaking materials

**Course Description, Objectives, and Outcomes**

Examination of theoretical and empirical issues in motor development across the lifespan. (3 credit hours)

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| --- | --- |
| **Objective** | **Outcome** |
| Understand the theoretical foundations of motor development | Students will be able to explain and compare major theories and frameworks of motor development across the lifespan. |
| Analyze factors influencing motor behavior | Students will critically evaluate the biological, environmental, and sociocultural factors shaping motor development at different life stages. |
| Evaluate intervention strategies | Students will assess and propose evidence-based strategies for addressing motor delays, disabilities, and age-related declines. |
| Explore the role of physical activity and sport | Students will analyze the long-term effects of physical activity, play, and sport on motor development and overall well-being. |
| Apply motor development concepts in diverse populations | Students will design strategies to address motor development challenges in specific populations, such as aging adults and individuals with disabilities. |

**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

Graduate students are expected to attend each course meeting and participate fully.

Expectations for Participation

* ***Prepare Thoroughly:***  
  Complete all assigned readings before class. Take notes on key points, questions, and connections to other topics.
* ***Engage Actively:***Be ready to contribute your thoughts, ask questions, and respond to others' ideas during discussions.
* ***Respect Others’ Perspectives:***Listen attentively to classmates, acknowledge differing viewpoints, and respond thoughtfully.
* ***Connect Theory to Practice:***Discuss how the readings apply to real-world scenarios, research, or your field of interest.
* ***Support Ideas with Evidence:***When sharing your thoughts, reference the readings or other relevant sources to back up your points.
* ***Collaborate with Peers:***Build on others’ contributions to create a richer, more nuanced discussion.
* ***Stay Open-Minded:***Be willing to revise your understanding based on new insights gained during discussions.
* ***Stay on Topic:***Keep your contributions relevant to the assigned readings and discussion prompts.

If students plan to arrive late or leave early, this must be approved by the instructor to receive attendance for the day. If a student has an excused absence, it is the student’s responsibility to communicate with the instructor to receive attendance 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 scaffolded 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 | 90+ |
| B | Good | 75-89 |
| C | Acceptable | 60-74 |
| D | Passing | 50-59 |
| F | Failure | 0-49 |
| IN | Incomplete | \*See note |

\*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 not 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 seven 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 & Participation | 10 points |
| Quizzes | 5 points |
| Mid-Term Exam | 25 points |
| Final Exam | 25 points |
| Seminar Homework | 10 points |
| Topic Presentation | 25 points |
| Teacher Feedback | 25 points |
| **Total Possible Points\*** | **125 points possible** |

\*To earn an A, you need a minimum of 90 points. Students are expected to attempt all assignments; there is room for error. I will round up to the nearest whole number.

*Attendance & Participation*

Please see the section on Attendance & Excused Absences. Students are expected to attend each class to obtain lecture materials, learn from/with their peers, and ask questions. The instructor reserves the right to not award attendance for lack of participating in class discussions.

(Points = # days attended/42 days = X; X\*10)

*Quizzes*

Students are expected to read prior to class. The instructor will provide up to 4 questions for each reading including a variety of multiple choice, true-false, and/or fill-in the blank. The lowest two quiz scores will be dropped.

(Points = Average % of Quizzes\*5)

*Exams*

At two timepoints, students will complete an in-person written exam (via Canvas) to demonstrate their knowledge and understanding of course material. Students will be provided with topic lists and resources to review prior to their exam. Specific exam format will be announced at least one week prior to the exam date.

(Points = Average % of Exam\*25)

*Seminar Homework*

Throughout the semester, students will deepen their understanding of motor development across different stages of the lifespan by critically analyzing and evaluating motor development research. Before each Friday’s seminar, students will submit an online worksheet to guide their reading and article discussion.

(Points = Average % of Seminar Homework\*10)

*Topic Presentation*

Each student will select one topic from a pre-determined list and lead a 20-minute class lecture and discussion on the topic. Students should make an evidence-based presentation that both teaches and engages curious conversation. Students will submit both an outline and final product of their presentation. All students are encouraged to work with the instructor in formulating their presentation.

(Points = Average % of Presentation\*25)

*Teacher Feedback*

As a clinical professor, it is critical for my practice to receive feedback from my students. At three timepoints in the semester, I will ask you to provide anonymous feedback. If all students responds to the surveys, everyone will receive points towards their final grade. I use this information to make adjustments throughout the semester and improve the course from term to term. I thank you, in advance, for your participation and contributing to the course in this way. All feedback may be shared with my supervisors: Dr. Matt Miller, Dr. Mary Rudisill, and Dean Jeff Fairbrother.

(Points = Total points earned for class submitting feedback forms; up to 25 points)

**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](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(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.

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