

**Auburn University
Department of Kinesiology
KINE 2251-001
Laboratory in Motor Development
Summer 2010**

Graduate Teaching Assistant: Maria Morera-Castro

Office: 1464 Haley Center

Email: mzm0015@auburn.edu

Office Hours: By Appointment

Credit Hours: 1.0

Prerequisites & Corequisites: KINE 2250

Course Meeting Time and Place: 9:00-10:45 AM MTWR; HC1403F or Auburn Day Cares

Texts or Major Resources: No textbook required, assigned readings will be provided.

Course Description: Develops understanding and application of the broad concept of motor development.

Course Objectives:

1. To gain practical experience in the development of motor skills and perceptual motor development through teaching in a service learning experience. Students will be able to apply motor development knowledge to children who have been identified at-risk of developmental delay and poor health. Particular areas of focus include: dynamic balance, static balance, spatial awareness, temporal awareness, body awareness, & directional awareness. Motor abilities that must be imbedded in the activities are: eye-foot coordination, eye-hand coordination, leg and arm strength, and all fundamental skill development (including locomotor and object control skills).
2. To develop "intangible" skills such as empathy, personal values, beliefs, awareness, self-esteem, and social responsibility through caring for others.
3. To become aware and sensitive to the needs of diverse populations through community service work.
4. To engage in self-examination including personal development, career goals, and community awareness.

What is Service Learning?

Service Learning is a unique way for students to learn. Through community service work students achieve academic goals. In addition to achieving academic requirements, service learning provides an opportunity for students to examine themselves, their career goals, and their community. Students will work in various community settings and use the skills acquired in their specific discipline in a practical environment. Service learning provides students with an opportunity to use newly acquired skills and knowledge in real-life situations. Students also develop interpersonal skills by caring and working with individuals in need of community service

Course Topics:

1. Introduction to the Pre-School motor needs (National Guidelines); What do we consider?
2. Perceptual Motor Skill Development
3. Primary instruction in the development of Locomotor Skills
4. Primary instruction in the development of Object Control Motor Skills
5. Designing developmentally appropriate activities & understanding the population

Key Strategies:

Develop developmentally appropriate activities.

1. Know your population (infancy/6 weeks, toddlers/18 months; 3-5 year olds)
- Organism, cognitive, social, motor, competitive, moral, physical, self-esteem-
2. Know where your population is coming from and the impact on development-environment (socio-economic status, nutrition, community, # of parents in the home, daily exercise, sleep, pre-natal life)
3. Know what your population needs to develop and progress - task (based on organism & environment)
4. Each activity must have an intriguing goal

Create a positive and motivating learning environment. Children learn better when they are motivated. Expressions of enthusiasm are vital to an effective program. Reinforcement is also very important for these children. We will provide you with a number of motivational strategies to use during the instructional time. It is *very important* that you implement these strategies when asked.

Encourage problem-solving skills. Infants and children should be aware of how to achieve specific goals through movement exploration.

Maintain personal space. Many young children are very tactile. Please remind them to respect the personal space of others, including yours.

Attendance Policy

- **Full attendance and participation are required in order to receive a passing grade.**
- Each student will begin the semester with a 100 point passing grade. A grade below 70.0 points at the end of the semester will result in a final grade of 'failing'.
- For each **unexcused absence**; **8 points** will be deducted from your grade.
- **Arriving to class late** (is equal to 2-5 minutes after the beginning of the class time) will result in **4 points** being deducted from your grade.
- **Leaving the class early** will result in a **4 points** reduction in your grade.
- STUDENTS NEED to be ON TIME and PARTICIPATE for the ENTIRE CLASS PERIOD!!
- **If you are unable to attend for any reason or you are going to be late, please email me (mzm0015@auburn.edu) ASAP**
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- **Appropriate verification and a copy of the excused absences** must be provided to the instructor **within one week** of the absence.
- All absences MUST BE MADE UP. Excused absences will enable you to earn back the points deducted for your absences. When you present your excused absence documentation and make up the time, the points will be added back to your grade. Make-up material must be completed in within 1 weeks of the date assigned.
- **Excused absences that are not made up within 1 week after the absence or verified within one week after the absence** will be recorded as unexcused.
- The make-up should be rescheduled in another time other than the assigned class time (not during class time). You are not allowed to make-up missed class time without first getting approval and authorization from the instructor and with the ADC-Moton staff/teachers.

Student Responsibilities/Evaluation Criteria:

- Students are required to attend class at their respective sites **EVERY Monday, Tuesday, Wednesday and Thursday according to schedule**. Students must check-in immediately upon arrival and check-out prior to departure.
- You will be evaluated on: (1) appropriateness of motor activities/play; (2) interactions with children; (3) motivation; (4) commitment to responsibilities. **Each time you fail to meet these standards, 6 points** will be deducted from your grade.
- Each student will be responsible for helping and promoting the development of perceptual motor skill and motor skill development in 2 or 3 children. **Each time you fail to meet these standards, 6 points** will be deducted from your grade.

- Each student will be responsible for implementing the daily activities designed by he/she or the instructor to help the development of perceptual motor skill and motor skill development in young children. **Each time you fail to meet these standards, 2 points** will be deducted from your grade.
- **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 (a) engaged in responsible and ethical professional practices, (b) contributed to collaborative learning communities, (c) demonstrated a commitment to diversity, and (d) modeled and nurtured intellectual vitality.

ALL STUDENTS ARE REQUIRED TO KEEP TRACK OF THEIR ABSENCES

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 and 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).

2010 Summer Mini-Semester II

June 28 Classes Begin (Mon)

July 5 Independence Day (Holiday)(Mon)

Aug. 2 Classes End (Mon)

Aug. 3-5 Final Exam Period (Tue-Thu)

*****The above content, schedule and procedures in this course are subject to change at the discretion of the instructor*****

KINE 2251 Guidelines

1. Let the children initiate play, if they are isolated, play alone or not moving try to encourage them to participated.
2. Interact with the children (Do not socialize with your friends or other classmates).
3. If you need to discuss something with me, please schedule a meeting during my office hours.
4. Be prompt (on time).
5. Do not leave early.
6. Dress and look appropriately (Wear comfortable clothes that can get sweaty and dirty and sneakers- the playground is covered in sand. Do not wear profane shirts, shirts that show your torso, skirts, or pants that reveal too much torso and leg.)
7. Do not smoke; drink alcohol or used drug prior to or during the program.
8. Be prepared for any weather! If it is cold outside or may become cold outside, bring a sweatshirt or jacket. If it is hot outside, wear shorts and a short-sleeved shirt- we will be outside in the sun. **If it is raining, THE PROGRAM WILL RUN indoors.** It is usually hot inside, wear a short sleeved shirt.
9. Wear sunscreen.
10. Have fun and smile. This is the only college course you will ever take where all you have to do is show up on time, stay the entire class period, and PLAY WITH KIDS!
11. Students are encouraged to refer to Auburn University's policies concerning attendance, absences, academic honesty, and make-up work as found in the Auburn Bulletin.

Honesty Code:

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Behavioral Problems:

Please refer to Ms. Morera or any of the teachers for any situations involving behavioral problems with the children (e.g. child refuses to follow instructions, cooperate, etc).