**KINE 2250 Motor Development Across the Lifespan**

**Instructor:** Karly Knudson

**Email:** kak0146@auburn.edu

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

**Office:** Kinesiology Building Office 138

**Office Hours:** 10am-12pm on Wednesdays in-person or Zoom\*

\*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* (8th 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)

**\*\*Students are expected to spend ~6 hours per week on course work for a 2 credit hour course.\*\***

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| --- | --- |
| **Objective** | **Outcome** |
| Analyze Key Concepts in Motor Development | Define and explain fundamental concepts in motor development. |
| Evaluate Theoretical Perspectives | Critically compare and contrast 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 older adulthood 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.  |
| Investigate Psychosocial and Cultural Influences | Consider how psychosocial and cultural constraints affect motor development and fitness levels.  |

**Online 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 **12 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 announcements, through Canvas, to update students on upcoming 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
* a comment is made on a discussion board post
* an assignment is due
* a grade is released
* a comment is made on an assignment

Excused Absence/Assignment Extension

If a student has an excused absence that would prohibit completion of asynchronous coursework, it is the student’s responsibility to communicate with the instructor to receive an assignment extension.

*Appropriate documentation is required for all excused absence requests.*

Students *may be* granted excused absences for assignment extensions for:

* Severe illness/injury of student preventing them from completing course materials (e.g., hospitalization)
* 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 and request course extension must contact the instructor as soon as possible to request permission. The instructor will weigh the merits of the request and render a decision. \*\***

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 percentage system; all assignment categories add up to 100%.

|  |  |  |
| --- | --- | --- |
| **Earned Letter Grade** | **Interpretation** | **Earned Percentage** |
| A | Superior | 90.00% or higher |
| B | Good | 80.00-89.99% |
| C | Acceptable | 70.00-79.99% |
| D | Passing | 60.00-69.99% |
| F | Failure | 59.99 or lower |
| 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.).

**\*Under NO CIRCUMSTANCES will grades be rounded.**

**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, 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 for up to 3 days following the due date, but 10% will be taken off for each day the assignment is late.

There are seven assignment categories, each with multiple opportunities to demonstrate learning.

|  |  |  |
| --- | --- | --- |
| **Assignment Category** | **Number of Assignments** | **Points Possible** |
| Reading Q&A  | 12\* | 10% |
| Chapter Lessons  | 12\* | 15% |
| Chapter Quizzes  | 12\* | 15% |
| Unit Exams | 3 | 15% |
| Development Project | 1 | 20% |
| Final Test  | 1 | 20% |
| Teacher Feedback  | 3 | 5% |
| **Total Possible Points** | **-** | **100%** |

\*Your lowest grade for this category is dropped; an average of your best 11 will be used.

*Reading Q&A*

To start each week, you will read the assigned chapters. You are expected to take notes on the material. Specifically, you will submit at least one question per chapter to the corresponding Reading Q&A Discussion board. These are to be submitted for all assigned chapters by Wednesday evening.

*Chapter Lessons*

After reading the chapters, students should complete the Chapter Lessons. These are interactive lessons with videos, short responses, and practice questions. Students are expected to complete the full lecture for points. Failure to complete an entire lecture activity will result in 0 points.

*Chapter Quizzes*

After completing chapter readings and lessons, students should take the chapter quizzes. You have one attempt per quiz, and each quiz should be completed in a single sitting.

*Unit Exams*

We will cover 3 units of material in this course: Unit 1 (Ch. 1, 2, & 3), Unit 2 (Ch. 4, 5, 6, & 7), and Unit 3 (Ch. 8, 9, 10, 11, & 12). After completing each unit, students will take an exam that covers each chapter discussed in that. Each unit exam will include 60 multiple choice and/or true-false questions. You have one attempt for each of the unit exams, and each should be completed in a single sitting.

*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 create an informational page/document to teach a general/special population about a motor development topic. An example will be provided on Canvas for students to reference.

*Final Exam*

The final exam will comprise of a variety of 120 questions (10 questions from each chapter). This may include multiple choice, and true-false questions only. You have one attempt for the final exam, and it should be completed in a single sitting.

*Teacher Feedback*

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 90% of students responds to the surveys, ALL students 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. Rachel Williams and Dr. C.J. Brush.

**University Dates, Policies, and Procedures**

Important Dates

To view university-established dates regarding add-drop, course withdrawal, and breaks, please see the [2025-2026 Academic Calendar](https://auburn.edu/about/academic-calendar/)

Participation and Online 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.