**KINE 2250/2257 Motor Development Across the Lifespan**

Monday & Wednesday in the [Student Activities Center](https://map.auburn.edu/?id=2121#!ct/78768,86680,79369,79478,79510,79511,82569,82570,82578,82579,82580,82581,82582,82819?m/1022798?s/student%2520ac?mc/32.60090230688702,-85.49320953328322?z/18?lvl/0?share) Room 253

Section 001 | 8:00-8:50am

Section 002 | 9:00-9:50am

Section 003 | 10:00-10:50am

\*\*While this is a face-to-face course, the instructor reserves the right to transition to an asynchronous format as needed; students will be notified of schedule changes ASAP.\*\*

**Instructor:** Dr. Rachel Williams (Maloney)

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

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

**Office:** Kinesiology Building 175

**Office Hours:** By appointment only; please email Dr. Williams to schedule.

\*Holidays, breaks, and leave may affect this schedule.

**Course Materials**

* Textbook:

~ Required Textbook Available through [All Access](https://www.aubookstore.com/all-access); (VitalSource on Canvas)

~ Haywood & Getchell. (2025). *Lifespan Motor Development* (8th edition).

* 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.

**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)

|  |  |
| --- | --- |
| **Objective** | **Outcome** |
| Analyze Key Concepts in Motor Development | Define and explain fundamental concepts in motor development, including principles of motion and stability. |
| Evaluate Theoretical Perspectives | Critically compare and contrast at least three 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 adolescence 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. |
| Explore Sensory Perceptual Development and Its Impact on Motor Skills | Explain the role of sensory perceptual development in motor skill acquisition and performance. |
| Investigate Psychosocial and Cultural Influences | Assess how psychosocial and cultural constraints affect motor development and fitness levels. |

**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) ([rew0021@auburn.edu](mailto:rew0021@auburn.edu)). Please refrain from using personal email addresses or Canvas messenger.

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.

***Special Considerations:***  
Dr. Williams is expecting to give birth around November 4, 2025. As a result, response times to emails may be slower than usual during the weeks surrounding that date. Please plan ahead with your questions and coursework and allow extra time for replies. If you need immediate assistance during this period, please contact Dr. Chris Wilburn ([czw0043@auburn.edu](mailto:czw0043@auburn.edu)).

Canvas

Students can access all necessary course materials on [Canvas](https://auburn.instructure.com/login/ldap). Each week, the instructor will send an announcement to update students on upcoming lectures, activities, assignments, and/or change of schedule. 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

Students earn points for arriving to course meetings on time and staying for the duration of the course. Students may miss one course without documented excusal.

If students plan to arrive late or leave early, this must be approved by the instructor to receive attendance points for the day. If a student has an excused absence, it is the student’s responsibility to communicate with the instructor to receive attendance points 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.

***Special Considerations:***  
Dr. Williams is expecting to give birth around November 4, 2025. Around this time, the course will move to an online, asynchronous format. Students will complete online assignments to continue to earn attendance points for the remainder of the term.

**Grading**

This course uses a percentage system with weighted assignment categories.

|  |  |  |
| --- | --- | --- |
| **Earned Letter Grade** | **Interpretation** | **Earned Percentage** |
| A | Superior | 90% and higher |
| B | Good | 80-89.99% |
| C | Acceptable | 70-79.99% |
| D | Passing | 60-69.99% |
| F | Failure | <60% |
| 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. 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 24 business hours prior to the deadline.
* Students wishing to review a graded assignment should schedule a meeting with the instructor no more than one week after the assignment has been graded.
* Unexcused late work will be accepted with a penalty of 10% deduction per day late, up to 3 days (includes weekend days) for a max reduction of 30% from earned grade. After three days, the assignment will marked 0%.
* 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.

***Honors Students***

If you are an honors student enrolled in 2257, you will complete the same baseline assignments as your peers in 2250; there will be honors-level additions to the three unit activities and final project.

Assignment Weights

There are seven assignment categories, each with multiple opportunities to earn points. A description of each assignment category is below; individual assignment instructions, grading, and due dates are provided on Canvas.

|  |  |
| --- | --- |
| **Assignment Category** | **Percent** |
| Teaching Feedback | 5% |
| Attendance & Participation | 10% |
| Chapter Homework | 10% |
| Unit Activities | 15% |
| Unit Tests | 30% |
| Final Exam | 20% |
| Development Project | 10% |
| **Total Percentage** | **100%** |

*Attendance*

Please see the section on Attendance & Excused Absences.

*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. 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. Miller and Dean Fairbrother.

*Unit Activities*

Within each unit, you will complete an activity that combines research skills with motor development concepts. You will work in small groups to complete the activities and reflect on your learning. These are to be completed in class, unless otherwise noted. Attendance is required to complete these assignments.

*Chapter Homework*

Students are expected to read one-week ahead of lectures so they may come prepared to class with a general exposure to the course material. For each chapter, students will post a career application question onto the discussion board.

*Unit Tests*

At the end of a unit, students will complete an online exam using Canvas. Tests will be comprised of up to 60 questions. These may include multiple choice, true-false, or fill-in the blank. Study guides will not be provided. Practice questions will be provided for all chapters to aid in preparing for unit tests.

*Final Exam*

The final exam will be comprised of up to 120 questions. This may include multiple choice, and true-false questions only. Students may use practice questions and previous unit tests to prepare for the final exam.

*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 create educational materials for each age group that would be useful in their desired profession.

**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 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

Students are expected to complete all coursework using their own original ideas and effort. The use of AI tools (e.g., ChatGPT, GrammarlyGO, or similar technologies) is **not permitted** for regular assignments, discussions, or assessments, as these tasks are designed to promote independent thinking and applied learning.

However, students **may use AI tools as a supplemental aid** during the development of their **final project**, provided that any use is appropriate, ethical, and fully acknowledged. If AI is used in the final project (e.g., for brainstorming or outlining), students must include a brief note describing how the tool was used.

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.

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Day** | | **Topic** |
| **1** | August | 18 | First Day/Syllabus |
| August | 20 | Intro to MD |
| **2** | August | 25 | Ch 1 |
| August | 27 | Ch 2 |
| **3** | September | 1 | Labor Day – No Class |
| September | 3 | Ch 3 |
| **4** | September | 8 | Unit 1 Activity |
| September | 10 | Ch 4 |
| **5** | September | 15 | Ch 4 |
| September | 17 | Ch 5 |
| **6** | September | 22 | Ch 5 |
| September | 24 | Ch 6 |
| **7** | September | 29 | Ch 6 |
| October | 1 | Ch 7 |
| **8** | October | 6 | Ch 7 |
| October | 8 | Unit 2 Activity |
| **9** | October | 13 | Ch 8 |
| October | 15 | Ch 8 |
| **10** | October | 20 | Ch 9 |
| October | 22 | Ch 9 |
| **11** | October | 27 | Ch 10 |
| October | 29 | Ch 10 |
| **12** | November | 3 | Ch 11 |
| November | 5 | Ch 11 |
| **13** | November | 10 | Ch 12 |
| November | 12 | Ch 12 |
| **14** | November | 17 | Unit 3 Activity |
| November | 19 | Project Work Day |
| **15** | November | 24 | Thanksgiving Break – No Class |
| November | 26 | Thanksgiving Break – No Class |
| **16** | December | 1 | Project Work Day |
| December | 3 | Project Work Day |
| **Final Exam** | December | 8-12 | Cumulative; 8-10am |

\*Students are expected to read the chapter prior to attending class.

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