



## **KINE 3500**

### **Motor Development**

#### **N-GEN Syllabus**

**Course Description:** A basic up-to-date view of the processes and mechanisms underlying the development of motor skills. Topics such as developmental motor patterns, cognitive, emotional, and physiological development, and fundamental motor pattern analysis for proper development in children will be included.

**Next Generation Course:** KINE 3500 is a Next Generation (N-Gen) course, which is a course re-design intended to promote higher level student learning outcomes, facilitated by increased levels of student engagement. This course will include more opportunities for interactive exercises designed to help students better learn and understand the material being presented. This is done through interactive lectures, as well as experiential activities throughout the semester. To allow for increased interaction, a significant amount of class materials are placed into a rich on-line environment. Students will be responsible for the on-line materials in the Learning Modules. The NextGen experience is designed to make classes more enjoyable and more effective and provide the opportunity for hands on learning requiring less classroom attendance. However, students must be able to manage their time and to be willing to problem solve.

**As part of the N-Gen experience, you have to be present in-class to do the experiential activities. We cover a great deal of information in each module, and I use the class lectures to emphasize key areas that you should study. You may notice that within the schedule, there are some days you will not be required to come to class. YOU MUST ALWAYS COME TO CLASS UNLESS THE SYLLABUS OR CALENDAR SAYS OTHERWISE OR YOU RECEIVE INSTRUCTIONS OTHERWISE.**

**IRB Participation:** This class is part of a study to examine teaching effectiveness in the N-Gen environment. We will be discussing what your participation means in-class. You have the option of refusing to have data from your participation excluded from scientific studies. Please note: THIS DOES NOT MEAN THAT YOU WILL NOT BE PARTICIPATING IN THE EXERCISES. YOU HAVE TO DO THAT AS PART OF THE COURSE. Not giving your permission only means that we do not use your data when publishing research.

**Credit:** 3 Semester Hours

**Professor:** Dr. Tao Zhang

- Class times: Tu & Th, 8:00 - 9:20 AM
- Classroom: MGYM 110
- Office: PEB 210B; (940) 565-3415 or (940) 565-2651 (Main Office)
- Outlook e-mail: [tao.zhang@unt.edu](mailto:tao.zhang@unt.edu)
- Office Hours: Tu & Th 9:30-11:00 am, all other times by appointment only

**Teaching Assistant:** TBD

**Required Text:** Haywood, K., & Getchell, N. (2009). *Lifespan Motor Development*. Champaign, IL: Human Kinetics Publishers (available in e-version and hard copy).

**Required on the Web:** <http://learn.unt.edu>. All materials for the course are on Blackboard Learn.

**Supplementary Materials:**

1. Additional Readings & Handouts available in Blackboard Learn
2. Video Clips available in Blackboard Learn or supplemental online student resource (access code from the textbook).

**Course Objectives:** A student who successfully completes this course should be able to:

1. Know in general, the processes (social, cognitive, perceptual) involved in motor skill development across the lifespan.
2. Know the components of basic motor development.
3. Understand the factors that influence motor development.
4. Know the procedures used to assess motor development.
5. Develop an initial program plan for motor development.

**Note: Specific Student Learning Outcomes are included at the end of the syllabus and can also be found in each unit module online.**

**Course Requirements (Total Points = 1,000):**

1. Self-tests, activities in online content in all six units, evaluated on completion — 80 pts
2. Experiential activities evaluation (4 total) — total 320 pts
  - a) Art of Observation Activity
  - b) Marketing and Stereotyping
  - c) Nature/Nurture Debate
  - d) Kids more/less fit than 20 years ago
3. Timed unit quizzes (5 total — summative score) — multiple choice, constructed response questions — total 250 pts (will include information from readings)
4. In-class Exam — 150 pts (over last unit, questions from previous quizzes)

5. TK 20 Assignment (Fundamental Motor Skill Assessment) — 200 pts (will provide detailed information during this semester)
6. Extra Credit — 20 pts (will be available in this class)

### Evaluation and Grading

- A = 90-100% = 900 pts or higher
- B = 80-89.9% = 800 – 899
- C = 70-79.9% = 700- 799
- D = 60-69.9% = 600 - 699
- F = 60% or lower= 599 and lower

| <b>Tentative Class Schedule</b>   |   |  |
|---|---|--|
| <b>Week</b>   | <b>Topic</b>  | <b>Reading, Blackboard</b>                             |
| <b>Unit I Introduction to Motor Development</b>   |   |  |
| <b>One</b>  | <b>In Class Meeting---Class Requirements; Introduction</b>    | <b>Outside Readings, CH : 1, 2<br/>Unit One Module</b> |
| <b>Unit II Influence of Cognitive, Affective, and Perceptual Development on Motor Development</b> |   |  |
| <b>Two</b>  | <b>Cognitive &amp; Motor Development</b>                      | <b>CH: 14<br/>Unit II A Module</b>                     |
| <b>Three</b>  | <b>Social &amp; Motor Development</b>                         | <b>CH: 12, 13<br/>Unit II B Module</b>                 |
| <b>Three<br/>Four</b>   | <b>Perception &amp; Perceptual Motor Development, Vision,</b> | <b>CH: 10, 11<br/>Unit II C Module</b>                 |
| <b>Unit III Prenatal Concerns, Stimulation/Deprivation</b>  |   |  |
| <b>Four</b>   | <b>Prenatal Developmental Concerns</b>                        | <b>CH: 4<br/>Unit III A Module</b>                     |
| <b>Five<br/>Six</b>   | <b>Effects of Stimulation and Deprivation</b>                 | <b>Outside Readings<br/>Unit III B Module</b>          |
| <b>Unit IV Growth/Maturation, Fitness, Aging</b>  |   |  |
| <b>Six</b>  | <b>Growth &amp; Maturation</b>                                | <b>CH: 4, 5<br/>Unit IV A Module</b>                   |
| <b>Seven</b>  | <b>Physiological Process</b>                                  | <b>CH: 15, 16, 17<br/>Unit IV B Module</b>             |
| <b>Eight</b>  | <b>Aging</b>  | <b>Outside Readings<br/>Unit IV C Module</b>           |
| <b>Unit V Reflexes, Postural Reactions, Motor Milestones, Fundamental Motor Patterns</b>          |   |  |
| <b>Nine</b>   | <b>Infant Development &amp; Infant Reflexes</b>               | <b>CH: 6<br/>Unit V A Module</b>                       |

|   |  |  |
|---|--|--|
| <b>Ten</b>  | <b>Infancy--Voluntary Movements</b>  | <b>CH: 6, 7<br/>Unit V B Module</b>        |
| <b>Ten</b>  | <b>Motor Milestones</b>  |  |
| <b>Eleven</b>                                     | <b>Stages of Motor Skill Development</b>   | <b>Unit V C Module</b>                     |
| <b>Twelve</b>                                     | <b>Developmental Motor Patterns (walking, running, etc.)</b>                                   | <b>CH: 7<br/>Unit V D Module</b>           |
| <b>Thirteen<br/>Fourteen</b>                      | <b>Developmental Motor Patterns (throwing, catching, striking, etc)<br/>Fine Motor Control</b> | <b>CH: 8, 9</b>                            |
| <b>Unit VI      Assessment, Planning, Summary</b> |  |  |
| <b>Fifteen</b>                                    | <b>Assessment, Planning, Summary, Final Thoughts</b>   | <b>Outside Readings<br/>Unit VI Module</b> |

### **Attendance:**

Attendance will be taken at the BEGINNING of the class hour and/or at other times during the class. If you are absent when attendance is taken, you ARE ABSENT. Even if you were in class a few minutes later (or earlier), you will be counted absent if you are not present when attendance is taken. If you need to arrive at a specific class later than normal or leave earlier than normal, please let the instructor know. Arriving late or leaving early is NOT to be a general practice. If this is your practice, you will simply be counted absent. We need you in class to participate and engage in class activities. It is impossible for the instructor to differentiate between “excused and unexcused” absences. Thus, an absence is an absence. To be fair to all, the instructor does NOT DIFFERENTIATE AMONG ANY TYPE OF ABSENCES. If you are absent on military orders please provide a copy of your orders to the Instructor PRIOR to your leaving. If you are traveling on University of North Texas business, you MUST complete the required form from the Office of the Dean of Students to not have the absence count against you. This form MUST be turned in within 2 class periods of your return to class. Otherwise, you will be counted absent. Any student missing more than FOUR CLASSES FOR ANY REASON will receive a grade of F in this course.

All students are expected to arrive on time, have reviewed the class Internet site, have read material PRIOR to coming to class, and be prepared to participate in class activities. Students are NOT to read the newspaper, conduct other work, sleep, or otherwise be non-participating in class. Such student actions are unprofessional and disrespectful to fellow classmates and to the instructor. Such actions disturb your classmates and/or the professor. Students who behave in any of these inappropriate manners will be asked to leave the classroom and will be counted absent for that period. Do NOT simply stop coming to class without taking formal steps to drop the course. The instructor will drop you “passing” (WP) until the point in the semester where this is no longer possible. Students who simply stop coming to class and do not go through the formal drop procedure will be assigned a grade of “F” at the end of the semester.

### **“Clicker” Use:**

Students will be assigned a specific “clicker” to be used in the course. You are to pick it up before the start of class day and return it at the end of the class. YOU are responsible for your clicker. The exact nature of the “clicker” activities will be developed throughout the course.

Quiz-type questions will be presented in class and students will then provide their responses electronically. Results can be stored electronically so the instructor can review individual student progress. We MAY use “clicker” responses for attendance reference. However, students will be kept informed of the nature and use of “clickers” throughout the semester.

### **American with Disabilities Compliance:**

The University of North Texas makes reasonable academic accommodation for students with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department of Kinesiology, Health Promotion, and Recreation will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. The designated liaison for the Department of Kinesiology, Health Promotion and Recreation is Dr. Chwee-Lye Chng ([Chng@unt.edu](mailto:Chng@unt.edu)). For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### **Family Educational Rights and Privacy Act (FERPA Information):**

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of the class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, assignments, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting ONLY their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

### **Academic Dishonesty:**

Cheating will not be tolerated in this class. You are not to receive information from another student or give information to another student during an exam or quiz. You are to use only your memory. Students caught cheating during an exam will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on assignments that are not meant to be group work, and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person.

## **Acceptable Student Behavior:**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

## **TK 20 Assignment:**

This course requires an assignment that will be uploaded and assessed in the UNT [TK 20 Assessment System if you are seeking a teacher certificate](#). This will require the one-time purchase of TK 20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the TK 20 system for instructors to assess. Please go to the following link for directions on how to purchase TK 20. Announcements regarding TK 20 will also be posted on this website (<http://www.coe.unt.edu/tk20>).

## **SETE (Student Evaluation of Teaching Effectiveness):**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

## **Specific Student Learning Outcomes**

1. Know in general, the processes (social, cognitive, perceptual) involved in motor skill development across the lifespan in cross-cultural settings
  - 1.1 Demonstrate knowledge of the motor development process
    - 1.1.1 Identify basic terminology and definitions related to motor development
    - 1.1.2 Determine whether a study is developmental when given several research study examples in cross-cultural settings
    - 1.1.3 Recognize how contextual constraints proposed by Newell (1986) influence motor development
    - 1.1.4 Define theories/paradigms underlying developmental change
    - 1.1.5 Explain the characteristics of the historical time periods in the study of motor development
  - 1.2 Explain the relationship between cognitive development and motor development
    - 1.2.1 Describe the stages of Piaget's Theory of cognitive development as related to motor development
    - 1.2.2 Identify the three stages of information processing and three stages of memory

- 1.2.3 Compare memory development in children and adults
- 1.3 Explain the relationship between social development and motor development in cross-cultural settings
  - 1.3.1 Compare gender differences and similarities in motor development
  - 1.3.2 Explain how self-concept and self-esteem impact motor skill acquisition
  - 1.3.3 Describe how social role and family dynamics influence motor skill choices in cross-cultural settings
- 1.4 Explain the relationship between perceptual development and motor development
  - 1.4.1 Differentiate between sensation and perception
  - 1.4.2 Describe how visual acuity, accommodation and peripheral vision influence development (visual cliff experiment)
  - 1.4.3 Identify the components of visual perception and explain how they influence motor development
  - 1.4.4 Compare auditory perception and kinesthetic perception and the influence on motor development
  - 1.4.5 Recognize that inter-sensory integration occurs simultaneously with intra-sensory integration
- 2 Know the components of motor development in cross-cultural settings
  - 2.1 Describe the distinguishing features of emerging motor skills
    - 2.1.1 Describe the relationship between reflexes and later voluntary behavior
    - 2.1.2 Describe the developmental sequences of postural reactions
    - 2.1.3 Order the sequence of emerging motor milestones
  - 2.2 Demonstrate knowledge of the various forms of analyses used to study motor development in cross-cultural settings
    - 2.2.1 Distinguish among the characteristics of the nine fundamental motor patterns in cross-cultural settings
    - 2.2.2 Compare the whole body approach and component approach and provide the advantages and disadvantages of each approach
- 3 Understand the factors that influence motor development in cross-cultural settings
  - 3.1 Identify the genetic and environmental factors influencing pre-natal development
    - 3.1.1 Differentiate between chromosome based disorders and genetic based disorders
    - 3.1.2 Explain the impact of maternal nutrition on later development
    - 3.1.3 Evaluate the measures of pre-natal development
  - 3.2 Describe the interaction of growth and maturation on motor development processes
    - 3.2.1 Distinguish between maturational change and developmental change
    - 3.2.2 Identify basic growth measures and how they change across child development
    - 3.2.3 Identify key methods of assessing maturational maturity
  - 3.3 Evaluate the role of stimulation and deprivation in the development of children in cross-cultural settings
    - 3.3.1 Define readiness, critical period, catch-up as it relates to development
    - 3.3.2 Debate Nature/Nurture concept by using twin studies to support a position
      - 3.3.2.1 Johnny/Jimmy

- 3.3.3 Examine the impact of deprivation on development by using current events in cross-cultural settings
  - 3.4 Describe the change in physical fitness and its relation to motor development
    - 3.4.1 Describe the components of health-related fitness (cardiovascular, muscular strength, flexibility, and body composition)
    - 3.4.2 Compare/contrast whether children today are more or less fit (Longitudinal Study) based on the fitness data from the last 20 years
  - 3.5 Identify the motor development problems of older adults
    - 3.5.1 Identify major developmental tasks across the lifespan
    - 3.5.2 Describe the motor development skills studied in older adults
    - 3.5.3 Associate theories on aging with motor development
- 4 Know the procedures used to assess motor development in cross-cultural settings
  - 4.1 Distinguish among the research designs used to study motor development
    - 4.1.1 Describe a cross-sectional design and provide the advantages and disadvantages of the design
    - 4.1.2 Describe a longitudinal design and provide the advantages and disadvantages of the design
    - 4.1.3 Describe how to utilize the advantages of both designs (Mixed-Longitudinal Design)
  - 4.2 Describe the relationship of assessment and measurement for motor skill development
    - 4.2.1 Name the five reasons for assessing development
    - 4.2.2 Identify the evaluation tools and techniques used for motor development assessment
    - 4.2.3 Compare criterion measures and norm referenced measures for assessing motor development
- 5 Develop an initial program plan for motor development in cross-cultural settings
  - 5.1.1 Plan and construct a motor development lesson for children ages 3-8
  - 5.1.2 Design a developmentally appropriate movement lesson for students with special needs

**THE TIME TO BE CONCERNED WITH YOUR GRADE IS NOW AND NOT  
AT THE END OF THE SEMESTER!**

**We Will Have a Wonderful Learning Experience! Enjoy Our Class!!**



KINE 3500, Spring 2013  
Student Information Sheet

(Please Print)

Name: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_

Student ID: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Year in School: \_\_\_\_\_

Major: \_\_\_\_\_

Minor: \_\_\_\_\_

This certifies that I have read the syllabus and understand the requirements for this N-Gen course, including the Policy on Cheating and Plagiarism. I agree to abide by academic honesty. As such, I verify that all work done in this class will be my own. I understand that violating the policy will result in an automatic "F" for the course and referral to the Dean of Students for disciplinary proceedings.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_