



## **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: T & TH, 8:00 - 9:20 AM
- Classroom: PEB 220
- Office: PEB 210E; (940) 565-3417 or (940) 565-2651 (Main Office)
- Outlook e-mail: [tao.zhang@unt.edu](mailto:tao.zhang@unt.edu)
- Office Hours: T & TH 9:30-11:30 am, all other times by appointment only

**Teaching Assistant:** TBA

**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://ecampus.unt.edu>. All materials for the course are on Blackboard.

**Supplementary Materials:**

1. Additional Readings & Handouts available in Blackboard (Library)
2. Video Clips available in Blackboard 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 — 20%
2. Experiential activities evaluation, attendance and participation — 5 activities, total 25%
  - a) Development Study Analysis (think, pair share)
  - b) Reduced Sensory Information
  - c) Nature/Nurture Debate
  - d) Kids more/less fit than 20 years ago
  - e) Fundamental Motor Pattern Assignment

3. Timed unit quizzes (5 total — summative score) — multiple choice, constructed response questions — total 25% (will include information from readings)
4. In class Final Exam — 20% (over last unit, questions from previous quizzes)
5. TK 20 Assignment — 10% (will provide detailed information during this semester)
6. Extra Credit — 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 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 Unit II A Module</b>
<b>Three</b>	<b>Social &amp; Motor Development</b>	<b>CH: 12, 13 Unit II B Module</b>
<b>Three Four</b>	<b>Perception &amp; Perceptual Motor Development, Vision,</b>	<b>CH: 10, 11 Unit II C Module</b>
<b>Unit III Prenatal Concerns, Stimulation/Deprivation</b>		
<b>Four</b>	<b>Prenatal Developmental Concerns</b>	<b>CH: 4 Unit III A Module</b>
<b>Five Six</b>	<b>Effects of Stimulation and Deprivation</b>	<b>Outside Readings 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 Unit IV A Module</b>
<b>Seven</b>	<b>Physiological Process</b>	<b>CH: 15, 16, 17 Unit IV B Module</b>
<b>Eight</b>	<b>Aging</b>	<b>Outside Readings 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 Unit V A Module</b>
<b>Ten</b>	<b>Infancy--Voluntary Movements</b>	<b>CH: 6, 7 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 Unit V D Module</b>
<b>Thirteen Fourteen</b>	<b>Developmental Motor Patterns (throwing, catching, striking, etc) 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 Unit VI Module</b>

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

The Department of Kinesiology, Health Promotion, and Recreation is committed to full academic access for all qualified students, including those 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.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found on the [ODA website](#) or by visiting the ODA in the University Union. You also may call the ODA at 940.565.4323. The designated liaison for the department is Dr. Chwee Lye Chng, Physical Education Building, Room 209, (940) 565-2651.

### **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 need 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
  - 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
    - 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
    - 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
  - 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 basic motor development
  - 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
    - 2.2.1 Distinguish among the characteristics of the nine fundamental motor patterns
    - 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
  - 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
    - 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
  - 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
  - 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
  - 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 2011  
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: \_\_\_\_\_