

**University of North Texas**  
**College of Education**  
**Department of Kinesiology, Health Promotion, and Recreation**  
**KINE 3500, Fall 2019**  
**Motor Development**

**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.

**Professor:** Dr. Tao Zhang

- Class times: M & W, 2:00 - 3:20 PM
- Classroom: LIFE A304
- 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: T & TH, 12:00-2:00 PM, all other times by appointment only

**TA and Co-Instructor:** Joonyoung Lee, Bahnsen Gym #110, (940) 565-2765,  
[Joonyounglee@my.unt.edu](mailto:Joonyounglee@my.unt.edu)

**Required Text:**

Haywood, K., & Getchell, N. (2014). *Life Span Motor Development* (6<sup>th</sup> ed.). Champaign, IL: Human Kinetics Publishers.

**Recommended Text:**

Payne, G., & Isaacs, L. (2016). *Human Motor Development: A Lifespan Approach* (9<sup>th</sup> ed.). Scottsdale, Arizona: Holcomb Hathaway, Publishers.

**Required on the Web:** <http://unt.instructure.com>. All materials for the course are in Canvas.

**Supplementary Materials:**

1. Additional Readings & Handouts available in Canvas
2. Video Clips available in Canvas 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.

**Course Requirements (Total Points = 500):**

1. Experiential activities evaluation, attendance and assignments (5 total) — total 200 pts
  - a) Art of Observation Activity (30 pts)
  - b) Marketing/stereotyping (30 pts)
  - c) Nature/Nurture Debate (30 pts)
  - d) Kids More/less Fit than 30 Years Ago (30 pts)
  - e) Fundamental Motor Skills Assignment (80 pts)
2. Timed Exams: multiple choice and/or essay questions (3 total) — total 300 pts
3. Extra Credits — 10 pts (will be available in this class)

**Evaluation and Grading**

- A = 90-100% = 450 pts or higher.
- B = 80-89.9% = 400 – 449
- C = 70-79.9% = 350 – 399
- D = 60-69.9% = 300 – 349
- F = 60% or lower= 299 and lower

<b>Week</b>	<b>Topic</b>
<b>One</b>	<b>Class Requirements; Introduction to Motor Development</b>
<b>Two</b>	<b>Cognitive and Motor Development</b>
<b>Three</b>	<b>Social and Motor Development</b>
<b>Four</b>	<b>Prenatal Development Factors</b>
<b>Five</b>	<b>Effects of Early Stimulation and Deprivation</b>
<b>Six</b>	<b>Growth and Maturation</b>
<b>Seven</b>	<b>Physiological Changes: Health-related Physical Fitness</b>
<b>Eight</b>	<b>Movement and the Changing Senses</b>
<b>Nine</b>	<b>Infant Reflexes and Stereotypies</b>
<b>Ten</b>	<b>Voluntary Movements of Infancy</b>
<b>Eleven</b>	<b>Fine Motor Development</b>
<b>Twelve</b>	<b>Fundamental Locomotion Skills of Childhood</b>
<b>Thirteen</b>	<b>Fundamental Object-Control Skills of Childhood</b>
<b>Fourteen</b>	<b>Youth Sports and Movement in Adulthood</b>
<b>Fifteen</b>	<b>Assessment</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.

## **American with Disabilities Compliance:**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable 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 reasonable 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. 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).

### **SPOT (Student Perceptions of Teaching):**

The Student Perceptions of Teaching (SPOT) 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 SPOT to be an important part of your participation in this class. Completion of the SPOT evaluation will add 5 points to your final grade. To receive credit for the SPOT evaluation, please complete the evaluation and submit a screen print of your receipt to the appropriate place on blackboard. DO NOT email a copy of your SPOT receipt to me. You will not get credit.

### **Potential Research Project Participation:**

We are going to provide good opportunities to participate in several research projects in KINE 3500. To encourage your participation in research projects in this semester, I will give you extra credit (5 points) based on your engagement and completion. More detailed information will be provided at the beginning of this semester.

## 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

**Email etiquette**  
**Use of Email**

The only email address to be used for the class is your official UNT email address. Please check it frequently. I will use Canvas for announcements and email for emergencies.

1. Keep emails to a minimum! Ask general questions in class.
2. The instructor's e-mail address is [tao.zhang@unt.edu](mailto:tao.zhang@unt.edu) and that is the communication avenue you should use.
3. It is recommended that you put "KINE 3500 [and whatever else is appropriate]" in the subject line of your e-mail communication so that the instructor is aware that this is communication about KINE 3500. Please make sure that your name is on the email somewhere.
4. Do not include your UNT-ID number (or Social security number) in any emails! No questions about grades and/or specifics about exam questions will be answered by email.

**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, Fall 2019  
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 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: \_\_\_\_\_