



**KINE 3367.1 Lifespan Motor Development
Fall 2017**

"Motor Development interests many people for many reasons. Indeed, we can learn a great deal by examining change in movement patterns -and why it occurs- from birth until old age. Movement is an integral part of our lives, and its change is inevitable." - Haywood and Getchell

College of Health Sciences, Department of Kinesiology

Instructor: Jack Sears
Office: Health & Kinesiology Center 207
Phone: (936) 294-1170 Kinesiology Department
Email: jvs005@shsu.edu **Best Option**

Office hours: by appointment only

Day and time the class meets: Monday and Wednesday 12:00 – 1:20

Location of class: HKC 247

Textbooks, Materials, and Resources:

Recommended Textbook

Authors: Haywood, K. and Getchell, N. (2014)

Title: *Life Span Motor Development (6th ed.)*.

Publisher: Champaign, IL: Human Kinetics.


The textbook is recommended for the course.
You are responsible for reading the assigned readings and handouts distributed in class.



SHSU Online Blackboard

- Supplementary readings, announcements, web links, and assignment information will be posted on Blackboard.
- Please make sure you are familiar with our course site and the information on it!

Recommended Reading

	<ul style="list-style-type: none"> • Clark, J.E. (2005). From the beginning: A developmental perspective on movement and mobility. <i>Quest</i>, 57, 37-45. • Coker, C.A. (2013). <i>Motor Learning and Control for Practitioners, with Online Labs 3rd ed.</i> Holcomb Hathaway. • Jensen, J. (2005). The puzzles of motor development: How the study of developmental biomechanics contributes to the puzzle solutions. <i>Infant and Child Development</i>, 14(5), 501-511. • Payne, V.G., & Isaacs, L.D. (2012). <i>Human motor development: A lifespan approach (8th ed.)</i>. New York: McGraw-Hill. Additional student resources are available at the Online Learning Center (www.mhhe.com/payne8e). • Rink, J.E. (2013). <i>Teaching Physical Education for Learning (7th ed.)</i>. McGraw-Hill Education. ISBN-13: 978-0078022692
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Course Description: This course explores the theories of motor development and the applications of these theories to identify continuous processes of motor behavior across the lifespan. The factors mediating human growth and development will be applied. The course focuses on the relationships among growth, gender, maturation, motor performance and the person's context. The critical developmental considerations, with respect to planning and directing movement experiences for individuals across the lifespan, will be emphasized in the course. Credit 3. **Prerequisite: Junior standing.**

Course Objectives: The following objectives will be met during this course:

Objectives	Activities/Assignments	Measurement	SHAPE America's National PE Standards
The student will be able to identify common terms used in the discipline of	Developmental Stages Research	Quizzes Exams Developmental Stages	S 1 CAEP 1.1, 4.1

motor development		Research	
The student will be able to list and describe the lifespan motor development stages and their characteristics.	Readings Research Observations	Quizzes and exams Presentation on Developmental Stages	S1 CAEP 4.1
The student will identify current literature in the field of lifespan motor development and relate it to class discussions.	Readings and Research Library Enquiry	Research Project Written Analysis	S 3 CAEP 1.2, 4.2
The student will be able to relate cognitive, social and moral development theories and implications to motor development.	Oral Presentation Group Work	Quizzes Exam	S 2 CAEP 2.1
The student will have opportunities to observe the various stages of motor development.	Community Observations Checklist	Written Reflection Log sheet	S 1, S 2 CAEP 2.3
The student will be able to practically apply the knowledge gained through lectures, readings and observations to their understanding of motor development.	Quizzes	Group project and presentation with Rubric Exam	S 2 CAEP 1.1
The student will be able to critically analyze research and theories related to motor development across the lifespan.	Personal research project	Written analysis Exam	S 2, S 3 CAEP 5.3

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- **Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- **Important:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Application:** Learning to apply course material (to improve thinking, problem solving, and decisions)



Course Format:

The content of this course is delivered in a traditional classroom setting, with Blackboard serving as an ancillary resource. Instructional strategies used in this course will include lecture, student-centered discussion, service-learning, small group discussions, field experience observations, audiovisual aides such as videotapes and slides, Internet computer technology, questioning, reciprocal teaching, and activities, independent reading, movement, and the use of outside resources. The instructor's main objective is to facilitate learning in all students by motivating each to seek knowledge of the subject.

Course Content:

Lifespan Motor Development is defined as “the continuous, age-related process of change in movement as well as the interacting constraints (or factors) in the individual, environment, and task that drive these changes” (Haywood & Getchell, 2014). Every kinesiology student that is interested in movement can benefit from learning the concepts laid out in this course. Future educators, physical therapists, physical trainers, or any other health care provider will be able to enhance their knowledge and skills by becoming aware of the various systems of the body and how they change over time. All people go through the developmental changes during their lives, so all will be able to benefit from understanding more about motor development.

In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in your community to improve quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a productive citizen. A minimum of **eight hours** will be spent in observations in a public setting (i.e. public or private school, day care facility, senior adult center, private gym or club).

Assignments include reflections of this experience. Specific requirements will be provided at a later date by the professor.

Course Requirements:

Attendance. Attendance is mandatory. Roll will be called. **Accumulation of more than two absences may result in a lower grade** (e.g., 3 absences may result in a reduction of one letter grade, 4 absences may result in a reduction of two letter grades, 5 absences may result in a failing grade). Students are expected to be in class on time. You are late if your name has already been called when checking attendance. **Being late twice will be considered as an absence.** Should you miss any classes, you alone are responsible for all material covered. If you are sick or have to miss for some reason, you must take your note or other documentation to the Dean of Students and have them send an email to your professor saying that your absence may be excused. **The class starts at 12:00 noon and ends at 1:20 pm.** To be counted

present in class, you must be in attendance for the entire class time. (see [SHSU Class Attendance Policy AP 800401](#)) For further information, see the following link:
<http://www.shsu.edu/dotAsset/b719129b-9593-424f-9d5a-920e2eda6890.pdf>

Professionalism/Participation. It is expected that students be active, enthusiastic, and collegial participants during the semester. **The success of this course is in large part a result of your contributions to it.** Significantly contributing to a course's success includes more than just showing up and being a consumer. For example, it also includes:

- Your own conduct in class
- Your timely arrival to class
- Being inquisitive, asking good questions, taking initiative
- Your active involvement in class discussions/debates
- Knowing when to speak and when to listen
- Avoiding side conversations
- Listening to your peers' comments and questions
- Respecting other people's views
- High quality work in and out of class
- Investing time and energy outside of class
- Being prepared for each class session
- Actively and productively contributing to group assignments
- Show a high level of energy in class sessions and while working with students from HISD



Also see: [Academic Grievance Procedures for Students AP 900823](#)

Examinations and Assignments: Exams will be administered only on the specified dates. No make-up exams are administered; however, the professor reserves the right to give make-up exams because of unforeseen valid emergencies, which can be officially documented in writing. Should a make-up exam be given, it will differ in style from the original exam. Assignments and examinations are due at the end of class on the assigned date. Assignments may be required to be submitted on Blackboard (Turn it in) and a hard copy must be provided to the instructor. **The instructor will not accept emailed copy of assignments. Make-up work is only allowed upon presentation of medical or legal evidence.** In this case the work needs to be done upon returning to class. During examinations you will be required to store your belongings in your personal bag or backpack and placed on the floor near your desk.

Every day, you move. This doesn't happen in a vacuum, though. Every movement you make occurs within your surrounding environment, whether you are at home, in the gym, or on the field. You also move for a reason, and the activities or tasks you perform have specific requirements or rules.

Class Behavior: Disruptive behavior will result in the student being asked to leave the classroom. **This will be counted as an absence.** A second violation and the student will be dropped from the class. **Sleeping in class is unacceptable and unprofessional behavior.** If you do, I reserve the right to call you to attention. **Baseball caps are not to be worn during the Observation Research Project. Leaving the classroom during group work is unacceptable. Your peers count on your contributions, active participation and equipment pick-up at the end of class. Please plan ahead.**

Electronic devices. **Devices, including cell phones, which produce noise or are otherwise distracting, are not to be operated during classes.** If you are caught using your cell phone in class you will receive a warning. The second time you are caught using your cell phone in class, you will be asked to leave the classroom. The third violation and you will be asked to drop the class. Laptops, tablets or other recording devices may be used with approval from the instructor. See: [SHSU Policy on Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP100728.](#)

Sexual Harassment. In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in the course must conform to the university policy.

Drop/add/withdraw. It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. It is your responsibility to drop or withdraw at the time designated by the University. Failure to do so may result in a failing grade.

Syllabus subject to change. While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

All physical activity begins with the body's core. I maintain the strength in my core so that I can jump, run, start, stop, and accelerate at the highest levels.
- Derrick Rose

Email Etiquette. When communicating with me via email, you **must** follow the etiquette below; otherwise I reserve the right of not replying to your email. Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help me prioritize reading your email. Just like a written letter, be sure to open your email with a greeting like Dear Professor Sears or Hello Professor Sears.

Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS. Stay away from abbreviations and do not use emoticons (those little smiley faces). Write clear, short paragraphs and be direct and to the

point; I consider your email communication as business. Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

“Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student’s curriculum. As a result, the Department of Health and Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Department Chair of Kinesiology, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.”

Student Absences on Religious Holidays Policy: (AP 861001) Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order

to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. <http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>



Visitors in the classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Course Evaluation:

The course evaluation will be based on written tests and assignment(s), attendance and participation. Exams and quizzes will be mostly multiple choices. The approximate breakdown for the components of the evaluation will be as follows:

- Two exams and quizzes 40%
- Assignments 50%
 - Oral Presentations (25%)
 - Observation Research Project (25%)
- Group work in class 5%
- Professionalism/Active Participation 5%

In order to apply the knowledge and skills we are learning in this course, **each student** will observe situations where persons of the different developmental stages are involved in physical activity. **All students** in this course will be given some class time to conduct their observation/research. This is in addition to time outside of class that you will have to complete the assignment.

More information on this project will be forthcoming.



***Please note that each incomplete grade will result in 2% deduction of your final grade.**

Cut-offs for grades will be (percentage of total points):

- A= 89% or better
- B= 78 to 88%
- C = 66 to 77%
- D = 54 to 65%
- F = less than 53%

Sam Houston State University

A Member of Texas State University System

DEPARTMENT OF KINESIOLOGY

COURSE: KINE 3367

SEMESTER: Fall 2017

PROFESSOR: J. Sears

CLASS DAY: MW or TR (circle)

This form is to verify that I have read the syllabus for this course and I understand **all** policies and expectations set forth within. This includes understanding the **attendance policy** that has been set for this course.

Student Signature

Date

Sam ID

