

Course Syllabus  
P.E. 3305  
Motor Learning and  
Development  
Summer II  
2016

**Class Time:** TTH: 12:30 - 1:45

**Classroom:** GPC 108

**Instructor:** Dewayne Roberts

**Office:** GC 105

**Phone:** 837-8226

**Office hours:** MWF: 8:30-11:30

**Course Description:**

This course is designed to show the continual process of motor skill development and how it contributes to one's overall development throughout one's life span.

**Course Objective:**

Motor development is concerned with changes in motor behavior from infancy to older adulthood. This course will develop certain student competencies, including (a) the ability to formulate a developmental perspective particularly from a life span viewpoint; (b) the ability to recognize the changes and what factors influence those changes in motor behavior throughout one's life; (c) the ability to apply motor development knowledge.

**Student Outcomes:**

1. The student will be able to demonstrate knowledge of characteristics and elements of manipulative skills and mature motor patterns.
2. The student will be able to recall the principles and stages of motor development.
3. The student will be able to apply motor learning principles, process, and concepts and will use their knowledge to promote students' acquisition and refinement of motor skills.
4. The student will be able to demonstrate knowledge of principles and components of perceptual-motor development and their relationship to motor performance.
5. The student will be able to analyze the impact of various factors on motor development and relate developmental changes to motor performance.
6. The student will be able to apply knowledge of techniques for evaluating motor skills, detecting errors in motor performance and providing positive corrective feedback.
7. The student will demonstrate knowledge of the principles and benefits of a physically active lifestyle.
8. The student will demonstrate knowledge of strategies for motivating and encouraging individuals to participate in lifelong physical activity and for helping individuals become self-motivated.
9. The students will be able to explain knowledge of state and federal laws and guidelines regarding student rights and teacher responsibilities in physical education contexts.

**Course Outline:**

- I. Introduction to Motor Development
  - A. Fundamental concepts
  - B. Theoretical foundations
  - C. Principles of Motion and Stability
- II. Physical Growth and Aging
  - A. Physical growth, maturation, and aging
  - B. Development and aging of body systems

- III. Development of Motor Skills Across the Life Span
  - A. Early motor development
  - B. Development of human locomotion
  - C. Development of ballistic skills
  - D. Development of manipulative skills
- IV. Perceptual-motor development
  - A. Sensory-perceptual development
  - B. Perception and action in development
- V. Functional Constraints to Motor Development
  - A. Social and cultural constraints
  - B. Psychosocial factors
  - C. Knowledge constraints
- VI. Interaction of Exercise and Structural Constraints
  - A. Development of cardiorespiratory endurance
  - B. Development of strength and flexibility
  - C. Development of body composition
  - D. Interactions

## **STANDARDS**

### **Standard I**

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

#### **Competency 001**

The teacher understands and applies principles of motor development and motor learning.

#### **Competency 002**

The teacher understands principles and practices developing, combining and integrating motor skills.

#### **Competency 003**

The teacher understands and applies knowledge of movement concepts and biomechanical principles.

### **SACS: Program Learning Outcomes**

**Program Outcome One:** Degree candidates in the M.S. program in Health and Human Performance program will demonstrate content knowledge in physiology, nutrition, sports law, test and measurements, motor learning, group dynamics and health and human behavior necessary for successful performance in their field.

**Program Outcome Two:** Degree candidates in the M.S. program in Health and Human Performance program will be able to conduct research using appropriate methods, analysis, and dissemination of results.

**Program Outcome Three:** Degree candidates in the M.S. program in Health and Human Performance program will promote authentic learning, social and emotional development, and a commitment to social justice in their field.

**Method of Instruction:**

The course is primarily taught by lecture and discussion. Related readings are required as well as associated laboratory assignments.

**Required Text and Laboratory Manual:**

Life Span Motor Development 5th Ed. Kathleen Haywood, Nancy Getchell

**Evaluation Methods:**

Students will complete an evaluation of the course and the instructor on the appropriate form sometime during the semester.

**Class Attendance:**

Class attendance and participation is required. In accordance with University Catalog, a student with excessive absences (6) will be dropped from the course. Continued tardiness is undesirable and is also grounds for dismissal from class after four tardies, each one will count as an absence. After two absences 5 points will taken off for the next two, thereafter, each absence is 10 points off.

**Course Requirements and Examinations:**

It is the responsibility of the student to notify my office before, or immediately after the absence if it is to be excused . There will be a minimum of four exams given during the semester.

There are **NO make-up exams unless arrangements** are made with the instructor prior to the exam.

Test #1 - Part I & II

Test #2 - Part III

Test #3 - Part IV

Test #4 - Part V & VI

**Library/Outside Assignments**

You are required to read or complete articles or learning exercises concerning an area of motor development. If an article, you must write a one-page summary of the article and you have to include the following information: title, author, website and/or source, date, your opinion of the article and its worth to you if any. **For full credit, each one must be typed and turned in by 5:00 pm on due date.** You will receive half credit for each one turned in by the next class period. After that time frame, they

will not be accepted. Activity assignments are considered late if turned in after 5:00 pm on due date with a loss of 2 points for each late lab per day late.

**Grading:**

Attendance	= 100 points
Outside assignments (10 x 15) and/or activity assignments	= 150 points
Final project	= 50 points
Examinations (4 X 150)	= <u>600</u> points
Total points	= 900 points

A = 810-900	C = 630-719	F = 539 and below
B = 720-809	D = 540-629	

**FINAL EXAM:** The final exam will be given on Thursday May 10 at 8:00am

**FINAL PROJECT:** 50 points is assigned to a final project that is to be posted to your portfolio. You will have a choice of lab activities from which to select. This must be posted or turned in no later than May 7,2011

\*Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact, Disability Services Coordinator, UC 211, Box C-171, Alpine, Texas 79832 (432-837-8178).

Tentative Calendar:

Day		Assignments due - tentative
1	Introduction - Chapter 1 Terms and definitions	
2	Chapter 1 - Researching Change	
3	Chapter 2 - Theoretical Perspectives	
4	Chapter 4 - Prenatal Development	Learning Exercise 1.1
5	Chapter 4 - Postnatal Development	
6	Chapter 5 - Development of Body Systems	Learning Exercise 2.2
7	Chapter 5 - Development of Body Systems	
8	Chapter 5 - Development of Body Systems	Learning Exercise 5.2
9	Test #1 (Chapters 1-5)	
10	Chapter 6 - Early Motor Development -Reflexes	Lab Activity 5.2
11	Chapter 6 - Motor Milestones	
12	Chapter 7 - Human Locomotion	Learning Exercise 7.1
13	Chapter 7 - Human Locomotion	
14	Chapter 8 - Ballistic Skills	Lab Activity 9.1
15	Spring Break	
16	Chapter 8 - Ballistic Skills	
17	Chapter 9 - Manipulative Skills	
18	Chapter 9 - Manipulative Skills	
19	Test #2 (Chapters 6-9)	Learning Exercise 11.1
20	Chapter 10 - Visual Development	
21	Chapter 10 - Kinesthetic/Auditory Development	
22	Chapter 11 - Perception-Action/Balance	Lab Activity 12.1
23	Chapter 12 - Sociocultural constraints	
24	Chapter 13 - Psychosocial constraints	Learning Exercise 13.1
25	Chapter 14 - Knowledge Constraints	
26	Test #3 (Chapters 10-14)	
27	Chapter 15 - Cardiorespiratory development	Learning Exercise 17.1
28	Chapter 16 - Strength and Flexibility development	
29	Chapter 17 - Body Composition	Final Project-May 7
30	Final - 8:00 am (Chapters 15-17)	