



SUL ROSS STATE UNIVERSITY

Department of Kinesiology
and Human Performance
Fall, 2016



KES 3306 Motor Learning and Development **Tuesday and Thursday 12:30-1:45** **Instructor: Dee Dee De La O**

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Office Hrs: 1:30 – 4:30 pm Monday - Thursday
and By Appointment

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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 Learning Outcomes:

Bachelor of Science in Kinesiology and Human Performance

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).
3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and

understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Standards & Competencies.

- **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.

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
- V. 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

Standard I

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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.

Recommended Text and Laboratory Manual:

Life Span Motor Development 6th Ed. Kathleen Haywood, Nancy Getchell

Course Evaluation Method: At the end of the semester, each student will be asked to complete an evaluation form on the effectiveness of the course and on the instructor.

Class Attendance: Classroom attendance and participation is a requirement. In accordance with the University catalog, a student with excessive absences will be dropped from the course. Six absences for a Tuesday-Thursday course is considered excessive. Continued tardiness is undesirable and is also grounds for a student to be dropped from the course (three tardies will equal one absence). Absolutely no cell phones or other electronic entertainment devices in class at the risk of being removed from the classroom.

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

Grading

Attendance	= 200 points
Activity assignments	= 200 points
Final project	= 50 points
Portfolio	= 50 points
Examinations (4 X 100)	= 400 points
Total points	= 900 points

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

FINAL EXAM: The final exam will be given on the final exam date.

FINAL PROJECT: 100 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 the last official class day.

Total Possible Points

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

SRSU Disabilities Services:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu