

Sul Ross State University

SYLLABUS

Motor Development

Dr. Jim Hector

Professor – Kinesiology

SPRING 2022

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Office Hours: Tuesday 1-3, Wednesday 1-3, and Thursday 1-3.
By appointment (email to set an appointment)
Meeting: TR 9:30 – 10:45 GPC 106
Required Text: *Motor Learning and Control: Concepts and Applications 12th Edition*– Magill & Anderson
ISBN: 9781260240702
Connect Link: <https://connect.mheducation.com/class/b-ray-fall-2020-2>

COURSE DESCRIPTION

This course focuses on human motor development including fundamental motor pattern characteristics, human growth, perceptual motor development and fitness development across the lifespan. Socio-cultural influences on motor development will also be discussed. Theories and models of motor development also feature in this course. Topics include physical factors that influence growth, maturation, and aging, process underlying perceptual-motor performance, and the interpretation and applications of motor research to human movement. The course will engage students through lecture, laboratory work, and problem-based learning activities.

EXPECTATION OF STUDENTS

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion. Handouts distributed through Blackboard should be kept in a notebook in order to be referred to as necessary.

Marketable Skills – The following marketable skills are met in this course:

- **Collaboration** – students will interact with one another through a multitude of class discussions and activities
- **Communication** –
- **Critical Thinking** – students will be asked to critically decipher a multitude of real-world scenarios
- **Career Management** – students will develop the skills necessary to train athletes by understanding proper motor learning and motor development

STUDENT LEARNING OUTCOMES

SLO 1 - Describe the importance of motor development as it relates to the total development and independence of an individual from conception through old age, with emphasis on childhood and adolescence.

SLO 2 - Identify the major theories of development and their stages.

SLO 3 - Identify biological, environmental, and physical factors, which influence motor development.

SLO 4 - Define and describe motor development and all associated terms.

SLO 5 - Describe the potential impact the quality of physical education programs might have on the development of motor skills.

SLO 6 - Identify appropriate movement activities based on the mover's age and developmental readiness.

SLO 7 - Demonstrate competence in understanding how specialized motor skills are developed and the effects of athletic competition on growth and development.

SLO 8 - Demonstrate understanding of variables, which affect acquisition of motor skill

COURSE OBJECTIVES: Students will 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.

TEXAS EDUCATION AGENCY 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.

Course Format

The format for this course will include, but is not limited to – face to face delivery, on-line components, and volunteer hours.

Attendance

Attendance for class is mandatory. Every class day is a grade. You will receive 100% credit for being on time, 75% credit for being tardy. Class starts on time with ten minute warm-up. If you do not make the warm-up then you can complete this activity at the end of class. **One letter grade will be deducted for every absence after four (4).**

Students with zero (0)

absences (not including athletic related absences) and with no missing assignments will be exempt from the final exam.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Grade calculation	% of Grade	Grading Scale
Attendance/Participation	8% (150 points)	1163.5 or more A
SmartBook Connect Assignments (13)	50% (13 @ 50 = 650)	1033.5 – 1163.4 B
Unit Test (3)	23% (3 @ 100 = 300 points)	903.5 – 1033.4 C
Final Project	8% (100 points)	773.5– 903.4 D
Final Exam	11% (100 points)	Less than 773.4 F
		Total Points = 1300

No Late Assignments Will Be Accepted. Also, No Credit Will Be Given For Any Late Assignments

Course Schedule

		<u>Connect/Blackboard Assignment</u>
<u>Week 1</u>	Syllabus/Introduction	Read syllabus
<u>Week 2</u>	CHAPTER 1: The Classification of Motor Skills	Connect SmartBook CH 1 01/30/22
<u>Week 3</u>	CHAPTER 2: The Measurement of Motor Performance	Connect SmartBook CH 2 02/6/22
<u>Week 4</u>	CHAPTER 3: Motor Abilities	Test 1 02/13/22 Connect SmartBook CH 3 02/13/22
<u>Week 5</u>	CHAPTER 4: Neuromotor Basis for Motor Control	Connect SmartBook CH 4 02/20/22
<u>Week 6</u>	CHAPTER 5: Motor Control Theories	Connect SmartBook CH 5 02/27/22
<u>Week 7</u>	CHAPTER 6: Sensory Components of Motor Control	Connect SmartBook CH 6 03/06/22
<u>Week 8</u>	CHAPTER 7: Performance and Motor Control Characteristics of Functional Skills	Connect SmartBook CH 7 03/13/22

<u>Week 9</u>	CHAPTER 8: Action Preparation	Test 2 Connect SmartBook CH 8 03/20/22
<u>Week 10</u>	CHAPTER 9: Attention as a Limited Capacity Resource	Connect SmartBook CH 9 03/27/22
<u>Week 11</u>	CHAPTER 10: Memory Components, Forgetting, and Strategies <i>Project presentation</i>	Connect SmartBook CH 10 04/03/22
<u>Week 12</u>	CHAPTER 11: Defining and Assessing Learning <i>Project presentation</i>	Connect SmartBook CH 11 04/10/22
<u>Week 13</u>	CHAPTER 12: The Stages of Learning <i>Project presentation</i>	Test 3 Connect SmartBook CH 12 04/17/22
<u>Week 14</u>	CHAPTER 13: Transfer of Learning <i>Project presentation</i>	Test 3 Connect SmartBook CH 13 04/24/22
<u>Week 15-16</u>	Final Exam Week No Class	Final Exam 05-04-22

ALL COURSE REQUIREMENTS DEADLINE

All test and assignments will be due on the date shown by 11:50 pm.

The final exam will be due by the date and time shown.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Academic Integrity Statement

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student

Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

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 Schwartze, 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 .