



SUL ROSS
KINESIOLOGY DEPARTMENT

KINE 3302-001
Motor Development
Fall 2022

Dr. Hugh Morrissey

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Office Hours: Monday/Wednesday/Friday - 11:00 am – 1:00 pm, Tuesday/Thursday - 1:00 pm – 3:00 pm
Or by appointment (email to set an appointment)
Meeting: T/Th: 9:30 am – 10:45 am GPC 106; On-line via Blackboard and Connect
Required Text: Motor Learning and Control: Concepts and Applications 12th Edition
Author: Magill & Anderson
Publisher: McGraw-Hill Education

This class requires **Connect** textbook access –
See Blackboard for link or go to McGraw Hill Assignments & Tests tab in blackboard and click on first assignment.

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, processes underlying perceptual-motor performance, and the interpretation and applications of motor research to human movement. The course will engage students through lectures, laboratory work, and problem-based learning activities.

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
- **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

The learning activities, assignments, and exams in this course are constructed to assess each student's mastery of the following learning outcomes:

- a) 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.
- b) Identify the major theories of development and their stages.
- c) Identify biological, environmental, and physical factors which influence motor development.
- d) Define and describe motor development and all associated terms.
- e) Describe the potential impact the quality of physical education programs might have on the development of motor skills.
- f) Identify appropriate movement activities based on the mover's age and developmental readiness.
- g) Demonstrate competence in understanding how specialized motor skills are developed and the effects of athletic competition on growth and development.
- h) 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.

GRADING POLICIES

Outcome Measure	Points Per Item	Number Of Items	Available Points	Percentage of Grade	Grading Scale
Connect SmartBook Chapter Readings	10	19	190	19%	900 or more A
Connect Tests (Final Exam Test 5)	70	5	350	35%	800-899 B
In Class Assignments/Activities			175	17.5%	700-799 C
Labs/Projects/Presentations			285	28.5%	600-699 D
			1000	100%	Less than 599 F

*Letter Grading as per SRSU policy will be used in this course.

Be sure to complete all assignments by the due date. Late assignments will have points deducted!

COURSE REQUIREMENTS

I. Chapter Readings (e.g., SmartBook via Connect). 19 Chapters/6 Units; this is a “flipped classroom”

II. In Class Assignments/Activities. May entirely be done in class or can be introduced in class and require outside work to complete.

III. TESTS. Five (5) tests will be given; Test 5 is a comprehensive final exam

IV. Final/ Project/Presentation/Lab. Three (3) given.

ALL COURSE REQUIREMENTS DEADLINE

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of **Monday in Week 16 at 11:59 pm** to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per the above policy.

LATE WORK POLICY

All coursework must be submitted by the provided due dates in Blackboard or Connect. LearnSmart readings must be completed by the due date for credit – no late work will be accepted. Connect quizzes, tests and homework carry a 5% deduction per day late; Discussions/Responses/Assignments/Final Projects carry a 5% deduction per day late with up to 30% maximum deduction. If you have not turned in an assignment within 7 days of the due date, you must email the professor for grading consideration.

LEARNER SUPPORT

BLACKBOARD

Our 24/7 Blackboard online support desk and toll-free hotline is made available to SRSU faculty and students to begin using immediately for any Blackboard technical support issues. SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055 Email: blackboardsupport@sulross.edu

MCGRAW HILL CONNECT

If you have any technical issues or questions, please contact McGraw-Hill's Customer Experience Group at 1-800-331-5094.

How to use Connect - [Student Registration for Blackboard with Inclusive Access Deep Integration \(mhhe.com\)](http://mhhe.com)

TENTATIVE COURSE CALENDAR

Week	Content	Due
1	Syllabus Review, Class Expectations, Demonstrations, Blackboard	LearnSmart Ch. 1,2 – 8/29
2	Chapter 1 – The Classification of Motor Skills Chapter 2 – The Measurement of Motor Performance	LearnSmart Ch. 3,4 – 9/5 Labor Day – No School 9/5
3	Chapter 3 – Motor Abilities Chapter 4 – Neuromotor Basis For Motor Control	LearnSmart Ch. 5 – 9/12
4	Chapter 5 – Motor Control Theories	<u>Test #1 (Unit 1) - 9/18</u> LearnSmart Ch. 6,7 – 9/19
5	Chapter 6 – Sensory Components of Motor Control Chapter 7 – Performance and Motor Control Characteristics of Functional Skills	LearnSmart Ch. 8, 9 – 9/26
6	Chapter 8 – Action Preparation Chapter 9 – Attention as a Limited Capacity Resource	LearnSmart Ch. 10 – 10/3
7	Chapter 10 – Memory Components, Forgetting, and Strategies	<u>Test #2 (Unit 2) - 10/9</u> LearnSmart Ch. 11, 12 – 10/10
8	Chapter 11 – Defining and Assessing Learning	LearnSmart Ch.13, 14 – 10/17

	Chapter 12 – The Stages of Learning	
9	Chapter 13 – Transfer of Learning Chapter 14 – Demonstration and Verbal Instructions	LearnSmart Ch. 15 – 10/24
10	Chapter 15 – Augmented Feedback	<u>Test #3 (Unit 3)</u> - 10/30 LearnSmart Ch. 16, 17 – 10/31
11	Chapter 16 – Practice Variability and Specificity Chapter 17 – The Amount and Distribution of Practice	LearnSmart Ch. 18 – 11/7
12	Chapter 18 – Whole and Part Practice	LearnSmart Ch. 19 - 11/14 Veteran’s Day – No School 11/11
13	Chapter 19 – Mental Practice	<u>Test #4 (Unit 4)</u> - 11/20 LearnSmart Ch. 18,19 – 11/21
14		Thanksgiving 11/23-25 No Class
15		Last Day of Class - 11/30
16	Prepare for Final Exam	<u>Final Exam</u> Due – 12/5 Done

UNIVERSITY POLICIES

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.

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 to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student’s responsibility.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

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.

Libraries Info

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

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

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race,

religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.