

**THE UNIVERSITY OF TEXAS AT TYLER**  
**DEPARTMENT OF HEALTH AND KINESIOLOGY TENTATIVE**  
**COURSE SYLLABUS**

**SPRING 2024**

Course Title: Motor Development

Course Number: KINE 3303.001

Credits: 3 Hrs.

Prerequisites: None

Days/Hours of Class: T/TH 2:00 – 3:20

**Room: HPC 2255**

**INSTRUCTOR INFORMATION**

Name and Title: Leann Johnston Adjunct Professor

Email Address: leannjohnston@uttyler.edu Office

Hours: Available by appointment

Textbook:

Haywood, K. M. & Getchell, N. (2020). Life Span Motor Development. 7th Ed., Champaign, IL: Human Kinetics. ISBN 9781492566908 (Print); ISBN 9781492566915 (PDF) OR ISBN 9781492587248 (LOOSE LEAF).

**Course Description:**

The purpose of this course is to acquaint students with motor development patterns across the lifespan (infancy through older adults). Additionally, students will be made aware of normal and abnormal development as well as have practical experience assessing motor development in pre and school age children as well as in older adults.

**Methods of Instruction:**

This class is scheduled to meet on T/TH in HPC classroom 2255 from 2:00 – 3:20. Student learning experiences will include but not limited to the following: reading textbook and supplementary material, online engagement via CANVAS to include blogs, journals, videos, and discussion boards.

**Course Procedures:**

This class is scheduled to meet on T/TH in HPC classroom 2255 from 2:00 – 3:20.

## COMMUNICATION WITH INSTRUCTOR

Please feel free to contact me throughout the semester, by email or in person. All email correspondence associated with this course should be directed to my email (leannjohnston@uttyler.edu).

VERY IMPORTANT: Every email you send to me should have "KINE 3303.001" in the subject line. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. This applies especially if your email address does not include your name. I will try to respond as soon as I see the message/email in a timely manner. VERY IMPORTANT NOTE: Students are required to use their Patriot email accounts for course work. If all is working properly, your Patriot email address will be automatically loaded on to Canvas for this course. Therefore, it is essential that you check your Patriot account on a regular basis.

### Course Outline

Very important information is provided in the "Announcements," in Canvas (link located in the navigation bar on the left side of the screen in the course). The "Announcements, Getting Started and Modules" links on your Canvas page will have most of your learning tasks including information about assigned reading, assignments, and other important information. Please familiarize yourself with these links, as well as journals, discussion board, quizzes, examination, and blogs, at the beginning of the course; you will use them a lot throughout the course.

### Assignments

1. **Posttest:** The posttest score counts towards your overall final grade so be very diligent as you prepare for it.
2. **Quizzes:** Be prepared for a possible quiz at the end of each chapter.
3. **Discussion Board:** You will comment on given themes (200-300 words) and give your reaction to one other post made by other students in the course using at least 100 words for your response. Make sure you cite research sources/textbook/articles in your main post. This is interactive. Stick to issues under discussion without use of derogatory language even when disagreeing. Indicate the references and number of words at the end of your posts.

Also observe these course Norms for Discussion Boards: This course includes discussion boards where you may be asked to respond to fellow course participants about different themes. Maintaining appropriate etiquette for online forms of communication—or netiquette—is crucial for everyone to have a positive, productive and safe learning experience. Please read and follow the six norms for proper netiquette.

- **Actively participate.** The Course experience is more enriching when it includes a greater number of voices and perspectives. By actively participating, course-takers have an opportunity to engage in discussions that further their understanding of different topics by broadening their perspectives.

- **Read and respond to the discussion threads.** The Course is designed for learners to learn from one another because research shows that learning is enhanced by engaging in meaningful discussions. A discussion does not take place by solely reading and responding to the initial prompts, but rather by reading other course-takers' posts and providing feedback, offering encouragement, and sharing relevant resources.
- **Embrace the diversity among course-takers.** In this course, you will be part of a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course takers will be respectful of these differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! To get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respects others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.
- **Be timely.** Research shows that discussions are most beneficial when people respond to one another in a timely manner. We ask that you do your best to stay on the same schedule as your classmates to maximize learning for all course-takers.
- **Be specific.** We encourage you to offer specific evidence from the posts or your own classroom experiences when posting to the discussion forums. Citing evidence whenever possible not only allows you to effectively support your ideas but also helps paint a picture for your readers, who may have different perspectives or who have had different experiences.
- **Use an appropriate tone and language.** Without nonverbal cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your use of tone and language before submitting posts in the discussion areas.

4. **Journals:** I will give you a topic or ask you to choose your own topic over a key concept of a chapter from the textbook. Each entry should be 300 words and supported by a citation/source from the course textbook. Include why this is important for you and how the concept may affect your daily life and/or career. Every takeaway should be explained well and cite the source and page number where the takeaway is derived from in the course textbook. Indicate the reference and number of words at the end of your posts.

5. **Group Project:** Group project entails you collaborating with your peers to address a given topic. The essence is to build relationships among students, and harness their collaborative problem-solving skills, creativity, communication, and critical thinking.

## Citing and reference examples

1. Read examples for a citation in the posts using APA style ([http://student.ucol.ac.nz/library/onlineresources/Documents/APA\\_Guide\\_2017.pdf](http://student.ucol.ac.nz/library/onlineresources/Documents/APA_Guide_2017.pdf)) or [InText Citations: The Basics // Purdue Writing Lab](#) (The Owl)
2. Referencing course text: Haywood, K. M. & Getchell, N. (2020). Life Span Motor Development. 7th Ed., Champaign, IL: Human Kinetics.
3. Citing course text: According to Haywood and Getchell (2020) or Motor Development is defined as.....(Haywood and Getchell, 2020)

**Note very carefully:** Students are expected to complete and submit assignments as per the schedule in the syllabus. There are set due dates for assignments but each one of you can reach me in case you need more time due to an extenuating circumstance. Please remember that DB, and Journal posts are graded.

### Time Requirements

The rule of thumb is that a successful college student should spend two extra hours of study per one credit hour of course work. Thus a 3-hour traditional course leads to 9 hours a week and therefore 135 hours a semester.

**LIBRARY SERVICES** UT Tyler's Muntz Library may be accessed via <http://library.uttyler.edu/>. A link to the Muntz Library is also available on UT Tyler's Home Page ([www.uttyler.edu](http://www.uttyler.edu)).

### TECHNICAL SUPPORT

UT Tyler's IT Support department provides technical support for this course. Information about technical support for Canvas and this course is available on your Canvas login page (<http://ccs.uttyler.edu/?page=Canvas>).

### Course Expectations:

- 1) Complete all assignments/reports as specified and on time.
- 2) Communicate with the instructor whenever you need assistance or clarification.
- 3) Prepare diligently before taking quizzes, examinations, and all assignments.
- 4) Cite and reference all sources for Discussion Board, Journal and Blog posts.

## Grading

1. 2 exams which will be administered at mid semester (15%) and end of semester (20%), Journals (10%), Discussion Board (10%), Group Project (10%) and Quiz/posttest (35%).
2. Grading

A= 90-100%

B=80-89

C=70-79

D=60-69

F=59 and below

## NOTE SEMESTER KEY DATES:

1. **Classes Begin – January 16, 2024**
2. **Census Date – January 29, 2024**
3. **Last Day to Withdraw from Classes – March 25, 2024**
4. **Spring Break - March 11-15, 2024**
5. **Final Exam- April 29-May 3, 2024**

## COURSE SCHEDULE:

**Module 1 – Introduction to Motor Development (Chapters 1,2,3)  
January 16 – 29, 2024**

- **Fundamental concepts**
- **Theoretical Perspectives in Motor Development**
- **Principals of Motion and Stability**

**Module 2 – Development of Motor Skills Across the Life Span (Chapters 4,5,6,7) January  
30 – February 19, 2024**

- **Early Motor Development**
- **Development of Human Locomotion**
- **Development of Ballistic Skills**
- **Development of Manipulative Skills**

**Module 3 & 4 – Physical Growth and Aging; Development of Physical Fitness (Chapters 8,9,10,11,12)**  
**February 20 – March 4, 2024**

- **Physical Growth, Maturation, and Aging**
- **Development and Aging of Body Systems**
- **Development of Cardiorespiratory Endurance**
- **Development of Strength and Flexibility**
- **Weight Status, Fitness, and Motor Competence**

**Module 5 – Perceptual-Motor Development (Chapters 13,14)**  
**March 5 – March 25, 2024**

- **Sensory-Perceptual Development**
- **Perception and Action in Development**

**Module 6 - Functional Constraints in Motor Development (Chapters 15,16,17,18)**  
**March 26 – April 15, 2024**

- **Social and Cultural Constraints in Motor Development**
- **Psychosocial Constraints in Motor Development**
- **Developmental Motor Learning**
- **Conclusion: Interaction Among Constraints**

**Review & Post Test**  
**April 16 - April 26, 2024**

**Final Exam**  
**April 29 – May 3, 2024**

**UNIVERSITY POLICIES:** Visit - (<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>)

## UNIVERSITY POLICIES AND ADDITIONAL INFORMATION

**UT Tyler Honor Code** Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Campus Carry:** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campuscarry/index.php>

**UT Tyler a Tobacco-Free University** All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit

[www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**Grade Replacement/Forgiveness and Census Date Policies:** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at

<http://www.uttyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

☐ Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

☐ Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

☐ Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)

☐ Being reinstated or re-enrolled in classes after being dropped for non-payment.

☐ Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy:** Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes

of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttler.edu/disabilityservices> the SAR office located in the University Center, # 3150 or call 903.566.7079.

**Student Absence due to Religious Observance:** Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by the University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct Disciplinary** proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. **"Cheating" includes, but is not limited to:**

☐ copying from another student's test paper; ☐ using, during a test, materials not authorized by the person giving the test. failure to comply with instructions given by the person ☐ administering the test.

☐ possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test.



② using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program.

② collaborating with or seeking aid from another student during a test or other assignment without authority.

② discussing the contents of an examination with another student who will take the examination;

② divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors have designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student.

② substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program.

② falsifying research data, laboratory reports, and/or other academic work offered for credit;

② taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- ii. **“Plagiarism”** includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. **“Collusion”** includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

#### UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses
- UT Tyler Counseling Center (903.566.7254)
- Covid-19 Information and updates: <https://www.uttyler.edu/reboot/>





