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

SPRING 2015

Course Title: Motor Development
Course Number: KINE 3303 - 001
Credits: 3 Hrs.
Prerequisites: None
Days/Hours of Class: MONDAY 2:30 PM—3:50 P.M.
Room: HPC 2255

INSTRUCTOR INFORMATION
Name and Title: Njororai W. W. Simiyu, Ph.D., Associate Professor
Office Location & Phone Number: HPC 2200-A
(903) 565- 5530
Email Address: wnjororai @uttler.edu
Emergency Number (Office): (903) 566-7031 (Sarah Cowan)
Office Hours: 10 AM to 1 PM, Monday, Tuesday & Thursday

TEXT

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.

DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES

By the end of your Bachelor of Science in Kinesiology Program, you are expected to accomplish the following learning outcomes at above average levels including:
○ Mastery of Kinesiology and/or Health Related Content
○ Application of teamwork skills.
○ Demonstration of Communication Skills
○ Demonstration of Leadership Skills
○ Exhibit Integrity/Ethical behavior in different settings.
○ Demonstrate use of Technology
○ Demonstrate an appreciation of Human Diversity and Multiculturalism

Student Learning Outcomes: After the full completion of this course the student will:
1. Identify and discuss the major concepts related to motor and the other domains of human development.
2. Describe the growth and maturation processes for humans from conception to old age.
3. Evaluate the cognitive, social, physical and motor abilities of an individual.
4. Distinguish between gross and fine motor abilities of both young and older adults,
5. Able to incorporate technology to orally make presentations on selected Motor Development topics.
6. Collaborate with others to generate information and resolve assigned tasks.
7. Demonstrate leadership skills while participating in group assignments,
8. Demonstrate an understanding of the assessment for physiological change in physical fitness (i.e., cardiovascular, muscular strength, flexibility, and body composition) and explain the relationship of these changes with motor development, and
9. Analyze the motor development problems of older adults.
10. Demonstrate an appreciation of the moral dilemmas in sport contexts.

Methods of Instruction:
Student learning experiences to include but not limited to: a) lectures with related discussion b) classroom demonstrations, c) problem solving situations and laboratory experiences individually and in groups, d) observation and analysis of motor performance, e) reading designated textbook and supplementary material upon assignment f. Online engagement via blackboard through YouTube, audio lessons, PowerPoint presentations, blogs, journals, and discussion board.

Course Procedures:
Offered in a Hybrid ie. Face-to-Face and Online via Blackboard
Please read this syllabus carefully and in its entirety before you do anything else in the course. Note important details, but especially take note of the categories of information in this syllabus. The syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that we shall be meeting face-to-face only once a week and the other time you are required to do your work via blackboard. Make sure you finish your out of class tasks and attend all the face-to-face sessions. Please, ensure that after your initial reading of this syllabus and attempting the online quiz, you check the various links in the course (in Blackboard) to start to familiarize yourself with “what is where.”

COMMUNICATION WITH INSTRUCTOR
Please feel free to contact me throughout the semester, by email, phone, and text message or in person. I don’t mind your phoning me on my cell phone but I do ask that you try to be considerate with such calls. All email correspondence associated with this course should be directed to the email above (wnjororai@uttyler.edu). VERY IMPORTANT: Every email you send to me related to the course should have “KINE 3303-001” in the subject line. This helps with automatic sorting of my email. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. (The same applies to text messages.) This applies especially if your email address does not include your name. Please note that as a general rule I do not reply to email or text messages on weekends (Friday late afternoon till Monday morning). I often do reply on week days. If you send a message via email or text that you think requires my urgent attention, please communicate the urgency. Please save such messages for truly urgent cases.

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 into Blackboard for this course. I don’t mind if you send me emails from another account (as long as I can tell who has sent the
email!), but I will send email via addresses in the course from time to time. Therefore, it is essential that you check your Patriot account on a regular basis.

You are also welcome to reach me via skype. My skype address is- njororai.wycliffe.w.simiyu

Course Outline
Very important information is provided in the “Announcements” in Blackboard (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 blackboard 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 and blogs, at the beginning of the course; you will use them a lot throughout the course.

Discussions
Online discussions or conferences are an essential component of this course. To do well in the course, you must participate regularly and insightfully in the online discussions. To stay abreast of discussions, I strongly recommend that you check the discussion forums at least five times each week and preferably every day. Participation in discussions is so important that you will receive points toward your course grade based on the quantity, and especially the quality, of your participation. More information related to online discussions, including details of grading of participation, is presented later in this syllabus.

Assignments
With possible exceptions, assignments requiring student responses in one form or another will be accessible in the Assignments area in the course (i.e., accessible via the Assignments link). In this area, you have access to my detailed description of, and instructions for, each assignment, including the specific required activity and product, and access to an area for you to submit comments or final products (if the assignment calls for this). This area allows you to post information directly, much like in a discussion forum, or to upload (copy) products as attachments.

Note very carefully: I am a stickler regarding completing and submitting assignments as instructed, so please pay close attention to assignment instructions. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. Close attention should also be paid to the method of submitting completed assignments. Different assignments will be submitted in different ways, including uploading (copying a file) in the Assignments area of the course, posting in a designated forum on the Discussion Board, and sending as an email attachment. Be sure to submit each completed assignment according to that assignment's instructions.

Exams
Exams will be accessible only at certain times (e.g., for a period of 2 days). Specific instructions will be given at an appropriate time regarding accessing the exam and submitting responses.

Time Requirements
In general, you should expect to spend a similar amount of time completing the requirements of this hybrid course as you would spend on the same course taught in the traditional classroom format. As a rough guide, you should spend about 9 hours per week (3 hours directly in class and assignments, and 6 hours indirectly studying the text and researching)! It is critical that you do not fall behind. The course is set up so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule and more rigorous expectations as the course goes along. Therefore, it is advisable to work ahead on readings, assignments, the term projects and the like, when that is possible. You will have access to all course materials systematically including exams, certain assignments and certain Discussion Board forums, from the start of the course to the end, just as you move through a book from start to finish. This is not a self-paced course, however. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (similar to a class in the traditional format). There will be set dates for assignments and discussions and deadlines by which you must
complete assignments, blog and journal entries. Due dates for completing assignments, blog, journal and projects are listed later in this syllabus.

**LIBRARY SERVICES** UT Tyler’s Muntz Library may be accessed via http://library.uttysler.edu/. A link to the Muntz Library is also available on UT Tyler’s Home Page (www.uttysler.edu).

**TECHNICAL SUPPORT**
UT Tyler’s IT Support department provides technical support for this online course. Information about technical support for Blackboard and this online course is available on your Blackboard login page (http://ccs.uttysler.edu/?page=blackboard). You are welcome to inform me if you have technical difficulties, but I will not likely be able to assist with such difficulties.

**COURSE CALENDAR**
This semester officially begins on Monday, January 12 and ends on Saturday, May 2 2015. This course is both content-oriented and process-oriented, so you will be called upon to reflect and apply more than in other cases. Because the course is a unique blend of the traditional as well as the online versions, you have to strive to be diligent in the way you learn. You will require being diligent and disciplined in reading and following up on learning tasks outside class. The Course Announcements area in Blackboard presents a week-by-week schedule of reading and other short-term assignments, as well as reminders of some intermediate assignments related to term projects. Key deadline dates for submitting assignments and projects, and other important dates are included too. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key dates and deadlines on your own personal calendar.

**Course Expectations:**

1) Complete all assignments/reports—due at class time the Wednesday or online following the task assignment unless specified.
2) Barring an act of God (the University being officially closed), assignments/exams will be given at the time and date indicated in the syllabus. Only for extremely extenuating circumstances and even then only with the prior approval of the instructor will a student be allowed to make up an examination that is missed.
3) Volunteer to serve in a motor skills related instructional and organizational activity such as youth sport/recreational camp, road race, half marathon, marathon (Including participant as a runner) for a minimum of 5 hours, two hours of which will be at the Patriot Academy and submit a two page report accompanied by evidence e.g. Photographs and letter from supervisor, participation numbers, registration receipt, signature from supervisor etc. The report should detail the place, what they normally do, what you did/roles, how you benefited and your reflection on the experience.
4) Cell Phone Policy: If you are expecting an important call, please let me know before class and take the call outside of class. Furthermore if you really feel the need to text message or check your face book, etc. then just don’t come to class that day. This rule is intended to keep me from having to stop class and ask students to stop texting, etc. which is disruptive to the rest of the students.
5) Laptop Policy: If you really feel the need to email or check your face book, etc. then just don’t come to class that day.

**Grading**

1. 2 exams which will be administered at mid semester and end of semester 30% (15% for each exam), Volunteer activity and two page report (10%), Quizzes and posttest (40%) and Online journal, discussion board, and Blog (20%).
2. Grading

A= 90-100%
B=80-89
NOTE SEMESTER KEY DATES:
1. Martin Luther King, Jr. Holiday, 1.19.2015
2. Census Date on January 26 2015
3. Registration for Short Summer, Long Summer, Summer I, and Summer II 2015 begins on 2.2.2015
4. 20th Class Day – February 4th 2015
5. March 9-14 Spring break for faculty and students
6. March 16 - Priority Filing Date for Summer 2015 graduation and Final Filing Deadline for Spring 2015 graduation
7. March 23rd Last day to withdraw from one or more courses.
9. Spring Commencement, End of Semester – May 1 and 2nd 2015.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week and date</th>
<th>F2F class</th>
<th>Assignments and online content and text coverage</th>
<th>Field observation and Online Journal/blog/discussion</th>
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<tbody>
<tr>
<td>1. Jan. 12</td>
<td>F2F: Introduction, syllabus review and classroom policies and expectations;</td>
<td>a. Course syllabus and pretest quizzes &lt;br&gt;b. Listen to Instructor’s welcome message and Read Chapter 1, view youtube videos</td>
<td>• Familiarize with Blackboard 1.Discussion Board: Self-introduction</td>
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<td>2. Jan 26</td>
<td>Introduction to MD, Research Models for MD and History of MD</td>
<td>Read Chapter 1, view videos, power point slides and take quiz 1 online</td>
<td>2.-Journal Reflection: Explain any three key takeaways from chapter 1</td>
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<td>3. February 2</td>
<td>Group presentations on Cognitive and Motor Development and Social and Motor development</td>
<td>Read chapter 2; view videos and power points, and take quiz 2 &lt;br&gt;Read chapter 3; Group studies and tasks Chapter 3 online quiz</td>
<td>3.-Journal Reflection: Post your reflection on your three takeaways each from chapter 2 and chapter three respectively (SIX takeaways)</td>
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<td>4. February 9</td>
<td>Moral and Motor Development Tasks and Moral Dilemmas</td>
<td>Read Chapter 4 and generate some of the moral issues/dilemmas that exist in modern society &lt;br&gt;Watch YouTube on BB</td>
<td>4. Discussion Board: How well is sportsmanship applied in modern youth sport? Post in discussion board and respond to one other post. 5. Journal Reflection: Your 3 takeaways from chapter four.</td>
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<td>Chapter Four quiz online</td>
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<td>5.</td>
<td>February 16: Group presentations on Prenatal development Concerns and Effects of Early Stimulation and Deprivation</td>
<td>Read Chapter 5 and 6 and do quizzes 5 and 6 Online 6. Discussion Board: Visit a family member with infant kids and observe the interaction between parent and child and under discussion board explain how infant kids are socialized in America. 7. Journal: Six takeaways to capture your reflections on chapters 5 and 6 (Three from each chapter).</td>
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<td>6.</td>
<td>February 23: Group work on Growth and Maturation</td>
<td>Read chapter 7; Take online quiz 7 8. Blog: Blog on any current issue in Texas pertaining to obesity, physical activity, and sport etc.</td>
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<td>7.</td>
<td>March 2: Health Related Fitness changes</td>
<td>Read chapter 8; Take online quiz 8 MIDTERM ONLINE EXAMINATION, MARCH 5 AND 6 9. Journal: Three takeaways each for chapter 7 and 8 respectively (Six takeaways).</td>
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<td>8.</td>
<td>March 9: SPRING BREAK</td>
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<td>9.</td>
<td>March 16: Group work on Movement and the Changing Senses; Infant Reflexes and Stereotypes and Voluntary Movements of Infants</td>
<td>Chapter 9, 10 and 11; Lecture Revise all quizzes and feedback given. Online Assignment 9, 10 and 11 covering chapters 9, 10 and 11. 10. Journal: Journal reflections on chapters 9, 10 and 11. Have two takeaways for each chapter.</td>
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<td>10.</td>
<td>March 23: Fine Motor Development; Fundamental Locomotion Skills of Childhood and Fundamental Object-Control Skills of Childhood</td>
<td>Read Chapter 12, 13 and 14 and take quiz 12, 13 and 14 respectively Online 11. Journal entry on chapters 12 to 14 (two takeaways from each chapter) 12. Discussion Board: Explain how you would go about developing fine motor skills for 3 year old child entrusted to your care.</td>
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<td>11.</td>
<td>March 30: Youth Sports and development Delays</td>
<td>Read Chapter 15 and 16 and take online quizzes 15 and 16 respectively 13. Journal: Give three takeaways from chapter 15 and three takeaways from chapter 16. 14. Discussion Board: As an expert in the area of youth sports, what would you recommend so as to improve the safety of youths participating in sporting activities?</td>
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<td>12.</td>
<td>April 6: Movement in adulthood “A movie on Age of Champions”</td>
<td>Chapter 17 and take Assignment 17 online. 15. Journal: Make entries on your three takeaways for chapter 17.</td>
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16.-Discussion Board: Disability is not inability. Expound on this statement based on chapter 16 and YouTube on Mr. Nick Vujicic

13. April 13  
Aging and Performance  

a. Post-test on April 16/17 2015 online  
b. April 13, Submission of Volunteer two page reflection report and evidence

17.-Discussion Board: What is your opinion on “old age and performance sport”

14. April 20  
Why assessment?  
Read chapter 18 and answer quiz 18 online

b. Journal: Final detailed reflections on your five KEY takeaways from the course and your overall thoughts on the strengths of the course and what can be improved upon.

15. April 27  

16.  
Final Examination  
Summative Evaluation online on April 29th and 30th 2015  
Thank you

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UNIVERSITY POLICIES (Visit http://www.uttler.edu/academicaffairs/syllabuspolicies.pdf)

Handbook of Operating Procedures -- The University of Texas at Tyler

ACADEMIC DISHONESTY POLICY

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

"Cheating" includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. “Collusion” includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.
GRADE APPEAL PROCEDURE
A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation. If the appeal is to be considered by the vice president for academic affairs, then a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student. The Office of the President is the final step in the appeal process at The University of Texas at Tyler.

FOOD AND DRINK IN CLASSROOMS
Consumption of food and drink in university classrooms is prohibited.

INDOOR SMOKE-FREE CAMPUS
The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor location.

CLASS ATTENDANCE
Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work. The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

APPROVED STUDENT ABSENCES
On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:
1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence.
It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

GRADE REPLACEMENT
If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

DISABILITY STATEMENT
If you have a disability, including a learning disability, for which you request disability support services/accommodations(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. Visit University Center, Room 282 or call 903-566-7079 for more information.

Generally Observed Student Characteristics (John H. Williams, The Teaching Professor, 7,7, pgs. 1-2, 1993)

The "A" Student:

Attendance - "A" students have nearly perfect attendance.

Preparation - "A" students are prepared for class. They always read the material prior to class and their attention to detail is superb.

Curiosity - "A" students show a high level of interest in the subject matter. They look up or search out answers to topics that they don't understand. They often ask interesting questions or make insightful comments.

Retention - "A" students are able to retain new material and connect past learning to the present.

Attitude - "A" students have an attitude that displays both the determination and self-discipline required for success. They also show initiative and do things without being told.

Talent - "A" students possess a special talent. It may be exceptional intelligence and insight or it may be unusual creativity, organizational skills, commitment and perseverance - or a combination thereof. These gifts are evident to the professor and usually to the other students as well.

Results - "A" students make the highest grades on tests and their work is generally a pleasure to grade.

The "C" Student:

Attendance - "C" students miss class frequently and they put other priorities ahead of academic work.

Preparation - "C" students prepare their assignments consistently, but in a perfunctory manner. Their work may be sloppy or careless and at times incomplete or late.

Attitude - "C" students are not visibly committed to the class. They participate, if at all, without enthusiasm and their body language often expresses boredom.

Talent - "C" students vary enormously in talent. Some have exceptional ability, but show undeniable signs of poor self-management or bad attitude. Others are committed and diligent, but are simply average in academic ability.

Results - "C" students obtain mediocre or inconsistent results on tests. They have some concept of the material, but clearly do not show mastery of the subject matter.
Remember:

1. “Live as if you were to die tomorrow. Learn as if you were to live forever.” — Mahatma Gandhi

2. A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.” — Nelson Mandela

3. “Educating the mind without educating the heart is no education at all.” — Aristotle