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

Fall 2015

Course Title: Motor Development
Course Number: KINE 3303 - 002
Credits: 3 Hrs.
Prerequisites: None
Days/Hours of Class: WEDNESDAY 1:00—2:20 P.M.
Room: HPC 02255

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@uttyler.edu
Emergency Number (Office): (903) 566-7031 (Sarah Cowan)
Office Hours: 10 AM to 12:30 PM, Monday to Wednesday

Textbook:


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 Critical Thinking 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: By the end of this course, the student will be able to do the following:
1. **Foundational Knowledge:** Identify and discuss the major concepts related to human motor behavior over the lifespan.

2. **Application:** Apply motor development knowledge to design recreational and physical facilities that can enhance the movement skill levels of members of society of all ages.

3. **Human Dimension:** Evaluate the changing cognitive, social, physical and motor abilities of an individual over the lifespan and develop a desire to lead an active lifestyle at personal and societal levels.

4. **Learning how to learn:** Incorporate technology to research, collaborate and orally make presentations on selected Motor Development topics.

5. **Care:** Demonstrate due care and proactive intervention to elevate physical activity levels at personal, familial and societal levels.

6. **Integration:** Explain the relationship between individual constraints and the development of locomotor patterns and the role of environmental factors such as culture, geographical location, among others.

7. **Foundational Knowledge:** 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.

8. **Application:** Assess the motor skill level of a given individual.

**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” including announcements, getting started, faculty information, modules and my grades.

**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. Note that I encourage you to communicate or inquire or ask, via email if not sure about anything related to the course (or your major!). I try to respond as soon as I see the message/email irrespective of the day of the week or
time of the day. It is for your own good that you seek me out both physically and electronically. Students who succeed in college are those who know and are known by professors by name! I value that interaction so be proactive about it.

VERY IMPORTANT NOTE: Students are required to use their Patriot email accounts for coursework. 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.

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, discussion board, quizzes, examination, pretest/posttest and blogs, at the beginning of the course: you will use them a lot throughout the course.

Discussions
Online discussions 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 daily. 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 the themes/topics for your participation, is presented later in this syllabus.

Assignments

Pre and posttests: The pretest is meant to gauge your entry baseline knowledge and the score does not count towards your overall grade. You take it without any readings and prior preparation. However, it is useful for me where you are as the course starts. The posttest score, on the other hand, counts towards your overall final grade so be very diligent as you prepare for it.

Quizzes: Every chapter in each module has a quiz at the end. After the completion of a quiz, you will automatically have access to the next chapter of the course and the related assignments.

Blogs: This is an opportunity for you to express your thoughts on given issues based on experience, observation and reading in between 200 and 300 words. This is meant to capture your informed opinion based on knowledge derived from reading and how that knowledge applies in real life situations. Your opinion is important and articulate it here!

Discussion Board: This is where you commend on given themes (200-300 words) and give your reaction to posts made by others in the course (50-100 words each). This is interactive. Let us be as civil with our language as possible. Stick to issues under discussion without use of derogatory language even when disagreeing.

Journals: The Journals require you to articulate the key concepts and ideas that have stood out during your reading of a particular chapter. These are concepts you deem important for you, career and possibly life lessons. Every takeaway should be explained well ie. Answer the questions “what did I learn? And why is it important to me?”
Note very carefully: I encourage each student to complete and submit assignments as per the schedule in the syllabus. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. My courses do not have set deadlines for blackboard assignments as each student’s schedule is unique. However, the onus is on the student to complete the work as per syllabus. This is akin to the work world where it is your choice to report to work and employers love “self-supervised workers”. Supervise yourself, but I will also be watching and alerting you when you fall out of line.

Exams
Exams will be accessible only at certain times on dates in the schedule below (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. The rule of thumb is that a successful college student should spent 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. 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, quizzes, blogs, discussion boards and journals 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 quizzes, journal entries, blogs and discussion boards and the week in which they should be done. There are no specific due dates for completing blogs, journal and discussion boards, but it is better to stick to the weekly expectations.

LIBRARY SERVICES UT Tyler’s Muntz Library may be accessed via http://library.utttyler.edu/. A link to the Muntz Library is also available on UT Tyler’s Home Page (www.utttyler.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.utttyler.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, August 24 and ends on Saturday, December 13 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. 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. Occasional announcements and reminders will also come to you via Black Board so ensure to sign up for notifications via your smart phone or have a way of checking daily.

Course Expectations:

1) Complete all assignments/reports as specified online and face-to-face.
2) Barring an act of God (the University being officially closed), classes will go on 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 assignment done during the F2F sessions.

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 (More specific checklist to follow).

5) Cell Phone Policy: If you are expecting an important call, please let me know before class and take the call outside of class. Courtesy demands that we do not answer the phone or check messages while in class. It is disrespectful to your classmates and to the class instructor. Above, an act of this nature erodes your “professional credibility” as a serious student and potential serious worker.

6) Laptop Policy: You are welcome to use it for taking notes. But be respectful not to venture into social sites while the class is going on.

**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%), Journals, Discussion Board and Blog (20%) and Quiz/posttest (40%).

2. Grading

A= 90-100%
B=80-89
C=70-79
D=60-69
F=59 and below

**NOTE SEMESTER KEY DATES:**

1. Census Date on September 4 2015
2. Labor Day holiday September 7, 2015
3. 20th Class Day September 16 2015
4. Last day to withdraw from one or more courses October 26 2015
5. Final Filing Date for fall 2015 Commencement- November 2 2015
6. Thanksgiving holidays for faculty and students- 23-28 November 2015
7. December 7 2015 - Study Day

**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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<tr>
<td>1. August 26</td>
<td>F2F: Introduction, syllabus review and classroom policies and expectations; a. Course Syllabus and pre-test Quiz Online b. Listen to Instructor’s welcome message and Read Chapter 1 and 2, view you tube videos</td>
<td>• Familiarize with Blackboard under getting started and Faculty Information • Respond to quiz on syllabus 1. Discussion Board 1 (300 words): Post your self-introduction capturing who you are in terms of names, place of birth, birth day, leisure time activities</td>
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and hobbies, favorite sports and sports teams, career interest and favorite motivational quote, your 3 strong attributes and one weakness that you have and desire to change. Also respond to what one other person has said in her/his post (50 words each).

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<tr>
<th>a. Sept 2</th>
<th>Module 1: Introduction to Motor Development: Lecture and discussion on the introduction to MD, Fundamental Concepts and Theoretical Perspectives in MD</th>
<th>Prepare for class discussion by reading chapter one and two; <strong>Chapter One and two quizzes</strong></th>
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<td>b. Sep 9</td>
<td>Labor Day Holiday</td>
<td>Read Chapter 3, view videos, power point slides and take quiz 3 online.</td>
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<tr>
<td>c. September 16</td>
<td>Group presentations on Principles of Motion and Stability and assignment of tasks for classroom presentations</td>
<td><strong>Preparation for presentations</strong></td>
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<tr>
<td>d. September 23</td>
<td>Module 2: Physical Growth and Aging: Group presentations on Physical Growth, Maturation and Aging; Development and Aging of Body Systems</td>
<td>Read Chapter 4 and 5 and do quizzes 4 and 5 online.</td>
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<tr>
<td>e. September 30</td>
<td>Module 3: Development of Motor Skills Across the Life Span: Lecture on Early Motor Development</td>
<td>Read <strong>Chapter 6 and do quiz 6 Online</strong></td>
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2. **Discussion Board 2**: Discussion Board (200 words): Using persons you know from the family or community, illustrate and briefly describe the developmental continuum for life-span motor behavior. Also respond to what one other person has said in her/his post (50 words each).

3. **Blog 1**: By the end of your Undergraduate College experience, you are supposed to possess a high level of Knowledge, Critical Thinking skills, Communication skills, and Leadership skills. Reflect your life to date and evaluate your current status on how you are accomplishing these skills both formally and informally. Use specific examples.

4. **Journal Reflection 1**: Explain any SIX key takeaways, TWO from each of chapter 1, 2 and 3 respectively.

5. **Journal Reflection 2**: Explain any FOUR takeaways, two each from chapters 4 and 5 respectively.

6. **Discussion Board 3**: You have been appointed as a coach of a middle/high school team. Knowing how height and body size change with growth, how would you adapt the game and the environment to enhance skill performance? Also respond to what one other person has said in her/his post (50 words each).

7. **Discussion Board 4**: Visit a family member with infant kids and observe the interaction between parent and child and explain how infant kids are socialized in America. Also respond to
| f. Oct 7 | Group presentations on Development of Human Locomotion, Ballistic Skills and Manipulative Skills | Read chapter 7, 8 and 9; Take online quizzes 7, 8 and 9 online | 8. Journal Reflection 3: Explain any THREE takeaways, ONE each from chapters 7, 8 and 9 respectively.
9. Blog 2: Put yourself in the shoes of a Texan parent, who has two sons aged 6 and 8, and bearing in mind the high rate of concussions in football, discuss the sports options that you would offer to them. |
| g. Oct 14 | Module 4: Perceptual-Motor Development: Lecture on Sensory-Perceptual Development and Perception & Action in Development | Chapter 10 and 11; Lecture Revise all quizzes and feedback given. Online Assignment 9, 10 and 11 covering chapters 9, 10 and 11. MIDTERM 15/16TH | 10. Journal Reflection 4: Explain any FOUR takeaways, two each from chapters 10 and 11 respectively. Have two takeaways for each chapter.
11. Discussion Board 5: Search the net and reference examples of how you would go about developing fine motor skills for a 3 year old child entrusted to your care. Also respond to what one other person has said in her/his post (50 words each). |
| h. Oct 21 | Module 5: Functional Constraints to Motor Development: Discussions on Functional Constraints to Motor Development | Read chapter 12, 13 and 14 and take quizzes 12, 13, 14 online and Prepare and share the constraints you have experienced your personal life | 12. Discussion Board 6: Disability is not inability. Expound on this statement based on Constraints to Motor Development and YouTube on Mr. Nick Vujicic. Also respond to what one other person has said in her/his post (50 words each).
13. Blog 3: Watch the YouTube on “Parenting in America” and discuss on the issue of violence in American Youth Sports. Compare with one OTHER country other than the USA. |
| i. Oct 28 | Presentations on Individual and social constraints | Read Chapter 12, 13 and 14 and take quiz 12, 13 and 14 respectively Online | 14. Journal Reflections 5: Explain any THREE takeaways, ONE each from chapters 12, 13 and 14 respectively. |
| j. Nov 4 | Module 6: Discussions on Interaction of Exercise Task and Structural Constraints | Read Chapter 15, 16 and 17 and take online quizzes 15, 16, 17 and 18 respectively | 15. Discussion Board 7: Watch the Movie, “The Age of Champions” and expound on the theme “Old age and performance sport”. Has your attitude towards old age and physical activity changed?. Also respond to what one other person has said in her/his post (50 words each). |
Reflections on Motor development by individual students

- Submission of Volunteer two page reflection report and evidence
- Post Test on November 18/19

17. Blog 4: 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.

m. Nov 23
THANSGIVING
BREAK

n. Dec 2
Final overview and feedback
Prepare for final examinations.

o. Dec 9
Final Examination
Summative Evaluation online
Examination on 9 and 10 2015

UNIVERSITY POLICIES (Visit http://www.uttyler.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. The causes of obesity are varied and complex, but the lack of daily physical activity is an important factor - Risa Lavizzo-Mourey
2. There's no such thing as a writer's block. If you're having trouble writing, well, pick up the pen and write. No matter what, keep that hand moving. Writing is really a physical activity.
   - Natalie Goldberg

3. Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.
   - Lou Holtz