



**The University of Texas at Tyler**  
**Department of Kinesiology**  
**KINE 5305: Motor Development**  
**Summer 2026**

**Course Title:** Motor Development  
**Course Number:** KINE 5305.060/001  
**Credits:** 3.00

**Days/Hours of Class**

**Course Structure & Meeting Times**

Date: 06/01/2026 – 07/02/2026

Date & Time: Online Canvas (<http://www.uttyler.edu/canvas/>)

**Instructor Information**

**Name and Title:** Jing Chen, Ph.D., Associate Professor of Kinesiology

**Office location:** HPC 3051 (Located within HPC 3050)

**Phone number:** 903-730-3890

**Email address:** [jingchen@uttyler.edu](mailto:jingchen@uttyler.edu)

**Office hours:** by appointment (Zoom meeting available)

**Textbook:** Gabbard, C.P (2021). *Lifelong motor development* (8th ed.). Wolters Kluwer.

ISBN-10: 1975169425; ISBN-13: 978-1975169428

(Lower-cost previous editions are available and may also be used for this course. Having a textbook will greatly support your success, so I strongly recommend obtaining one.)

**Course description:**

This graduate-level course examines human motor development across the lifespan, emphasizing the integration of motor behavior, growth and maturation, perceptual-motor processes, and fitness development. The course critically explores theoretical frameworks and empirical findings from developmental cognitive neuroscience to understanding the mechanisms underlying motor skill acquisition and performance.

Students will analyze the interaction of biological, environmental, and socio-cultural factors that influence motor development, including processes associated with growth, maturation, and aging. Additional focus is placed on perceptual-motor integration, neural and cognitive mechanisms of motor control, and variability in motor performance across populations.

The course also emphasizes the critical evaluation and application of contemporary motor development research to real-world contexts, preparing students to translate theory into practice in areas such as education, rehabilitation, and human performance.

**Student Learning Objectives:** after completion of this course, the student will be:

- Critically evaluate major theoretical frameworks (e.g., dynamic systems, ecological, information-processing) that explain motor development across the lifespan.
- Synthesize interdisciplinary research from motor behavior and developmental cognitive neuroscience to explain mechanisms underlying motor skill acquisition and performance.

- Analyze the complex interactions among biological, environmental, and socio-cultural factors influencing motor development.
- Interpret and critique empirical research literature, including study design, methodology, and statistical findings related to motor development.
- Assess motor development across different populations using appropriate observational and measurement tools, with consideration of validity and reliability.
- Apply advanced principles of motor development to design evidence-based interventions in contexts such as physical education, rehabilitation, and human performance.
- Evaluate changes in motor behavior in relation to growth, maturation, aging, and neuroplasticity across the lifespan.
- Develop and defend research-informed strategies or proposals addressing real-world motor development issues.
- Communicate complex motor development concepts and research findings effectively through scholarly reading and professional presentations.

### Method of Instruction

This is an online course, and the student learning experience includes, but is not limited to, the following activities:

- Lectures for each chapter will be delivered online.
- Assignments will be posted on the canvas following each chapter.
- I will use the online discussion board to address common questions that students send by email. When several students ask similar questions, I will post a shared response so everyone can access the information. Please check the discussion board regularly for updates and clarifications.
- Weekly office hours will be available via Zoom meeting.
- Tests will be administered approximately every four weeks through canvas.
- All tests will be administered using Respondus LockDown Browser through Canvas. Please download, install, and test the software before the scheduled test date. If you are unfamiliar with Respondus LockDown Browser, address any issues early—do not wait until the day of the test. Any academic integrity flags or issues resulting from not properly setting up the Respondus Lockdown Browser may result in a score of “0.”
- A research project will also be completed as part of the course requirements (see detail below).

### Assessment and Measurement

Students will be evaluated based on their performance on assignments, tests, and the research project as below:

Assignments following each chapter	20%
Test 1(chapters 1-4)	10%
Midterm Exam (chapters1-8)	20%
Test 2 (chapters 9-11)	10%
Final Exam (chapters 9-14)	20%
Research Project	20%

The final grading will be determined by the percentage of total points earned on assignments, tests and the research project.

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

## Course Schedule

Week	Content	Activities	Deadline
Week 1	Module 1	Introduction to the Developmental Perspective	<b>Assignments</b> Wednesday 11:59 pm <b>Test 1</b> Sunday 11:59pm
	Module 2	Hereditry and Neurological Changes	
	Module 3	Physical Growth Changes	
	Module 4	Physiological Changes	
Week 2	Module 5	Factors Affecting Growth and Development	<b>Assignments</b> Wednesday 11:59 pm <b>Midterm Exam</b> Sunday 11:59pm
	Module 6	Perceptual Development	
	Module 7	Information Processing and Motor Control	
	Module 8	Early Movement Behavior	
Week 3	Module 9	Motor Behavior during Early Childhood	<b>Assignments</b> Wednesday 11:59 pm <b>Test 2</b> Sunday 11:59pm
	Module 10	Motor Behavior during Later Childhood & Adolescence	
	Module 11	Motor Behavior in the Adult Years	
Week 4	Module 12	Atypical Motor Behavior	<b>Assignments</b> Wednesday 11:59 pm <b>Final Exam &amp; Research Project</b> Sunday 11:59pm
	Module 13	Assessment	
	Module 14	Sociocultural Influence on Motor Development	

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course”. – Jing Chen, Ph.D.

### Research Project requirements

For this project, students will conduct an in-depth examination of one focused topic within the field of motor learning by reviewing three original empirical research articles published **in 2015 or later** in reputable scientific journals. **Systematic reviews, meta-analyses, editorials, or theoretical papers are not permitted**—your selected readings must be primary research studies that report original data.

#### 1. Topic Selection

Choose one specific aspect of motor learning that aligns with students’ professional interests (e.g., feedback, practice schedules, attentional focus, motor learning process, et.al). All three articles should address the same selected theme to allow for comparison, synthesis, and deeper conceptual understanding.

#### 2. Article Review and Presentation

Prepare a **PowerPoint presentation for each of the three research articles**. Each presentation must include the following components:

##### A. Study Intent

- Purpose of the study
- Research questions or hypotheses
- Theoretical or conceptual framework guiding the study related to topics in the field of Motor Learning

##### B. Methods

Provide enough detail to clearly demonstrate the study design:

- Participants (number, age, characteristics)
- Experimental setup and equipment
- Variables measured and operational definitions
- Procedures and practice schedules
- Data collection instruments and timing

### C. Results

- Summary of key findings
- Statistical analyses used
- Relevant tables, graphs, or figures
- Interpretation of outcomes related to the research questions using your own words

### D. Discussion and Your Critical Perspective

- Authors' major conclusions and implications
- Connections to motor learning principles covered in this course
- Your critique: strengths, limitations, methodological concerns
- Your ideas for future research or applied insights based on the findings

## 3. Research Project Submission

- Submit one PowerPoint file and one recorded presentation.
- The PowerPoint is not limited to a specific number of slides. The main requirement is that you clearly cover all three research articles. For each article, please include the **purpose of the research, methods, results, discussion, and your own critique** or suggestions for how the study could be improved. You may organize your presentation into **three sections** (one for each article) and combine them into one PowerPoint. Please focus on making your presentation clear, organized, and visually appealing.
- Submit a link to your recorded presentation (e.g., YouTube) through Canvas. You may use a Zoom or other recorded video for submission as long as it clearly records **your screen, voice, and your face**. It should be a single presentation video—up to 30 minutes—in which you walk through the PowerPoint slides, explain each study, and present your synthesis and personal insights.

### The research project will be graded based on:

- Article Selection & Topic Focus
- Study Intent & Theoretical Framing
- Methods Description
- Results & Data Interpretation
- Presentation Delivery (ability to synthesize findings across studies and connect them to motor learning theory).

### Course Policies:

This is an online course, and I will post announcements when assignments and tests are scheduled to help you stay on track. Please check **Canvas announcements and your university email regularly to ensure you remain up to date.**

### Email Communication Policy

All course-related communication must be conducted through your official university email account. To ensure that messages are properly identified and receive a timely response, please follow these guidelines:

- Use your **university-issued email address** for all correspondence.
- Include the **course title “KINE 5305”** in the subject line of your message.
- Include your **full name** in the body of the email.
- Write emails using professional and respectful language.
- I will typically respond within **24–48 hours** on weekdays; emails sent on weekends or holidays may be answered on the next business day.

Emails that do not follow these guidelines may result in delayed responses. If you do not receive a reply from me within 48 hours, please assume that I did not receive your message and resend it.

### Assignment Submission Policy

- All assignments must be submitted through Canvas by the posted deadline (Each Sundays at 11:59 PM).
- Late submissions will not be accepted unless prior arrangements have been made and supported by an approved university excuse.
- Extension may be granted for documented emergencies if requested **before** the deadline whenever possible.

### Tests or Quizzes Policy

- Tests and exams must be completed during the scheduled time window.
- Students who miss a test or exam due to illness, emergencies, or other approved university excuses must notify the instructor within 24-48 hours ahead of the scheduled test and provide appropriate documentation. Makeup tests must be completed within one week of the original test date.
- Make-up tests may be offered at the instructor’s discretion and may differ in format from the original exam.
- Unexcused absences from tests will result in a score of zero.

## University Policies and Information

### Withdrawing from Class

Students may withdraw (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

### Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual

circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

### **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 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 the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or call 903.566.7079.

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu) or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to [Excused Absences for Religious Holy Days](#) as noted in the Catalog.

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

### **Campus Carry**

We respect the right and privacy of students 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/campus-carry/index.php>.

### **Student Resources:**

#### **Resources to assist you in the course**

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\)](#) - covers nearly all undergraduate course areas
- [Robert Muntz Library and Library Liaison](#)
- [Canvas 101 \(learn to use Canvas, proctoring, Unicheck, and other software\)](#)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- [LIB 422 -- Computer Lab where students can take a proctored exam](#)
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

#### **Resources available to UT Tyler Students**

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)