Course Title: Motor Development  
Course Number: KINE 3303.001  
Credits: 3 Hrs.  
Prerequisites: None  
Days/Hours of Class: Monday 2:30 – 3:50 PM  
Room: HPC 02255

INSTRUCTOR INFORMATION  
Name and Title: Njororai W. W. Simiyu, Ph.D., Professor  
Office Location & Phone Number: HPC 2200-A  
(903) 565-5530  
Email Address: wnjororai@uttyler.edu  
Emergency Number (Office): (903) 566-7031 (Tina McDonald)  
Office Hours: Available online and phone. Cell 940 595 9190; Monday and Wednesday 9:00 AM to 11:00 AM

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 and navigate the Canvas Learning Management System.

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 Canvas through YouTube, audio lessons, PowerPoint presentations, blogs, journals and discussion board.

**Course Procedures:**

Offered in a Hybrid ie. Face-to-Face and Online via Canvas
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 Canvas. 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 Canvas) 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 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 course work. If all is working properly, your Patriot email address will be automatically loaded into 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, 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**

1. **Pre and posttest:** The pretest is 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 to know 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.

2. **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 online. Some learning tasks will be done and graded during F2F sessions. Such tasks will substitute for some of your low scoring quizzes. This will be explicitly announced in the classroom when the substitution is done.

3. **Blogs:** This is an opportunity for you to express your thoughts on given issues based on experience, observation and reading in between 300 and 400 words. This is meant to capture your informed opinion based on knowledge derived from reading and how that knowledge applies in real life situations. So make sure to cite research sources in your post. Your perspective is important and articulate it here! Indicate the references and the number of words at the end of your posts.

4. **Discussion Board:** This is where you comment on given themes (200-300 words) and give your reaction to one post made by another student in the course using at least 100 words. Make sure you cite research sources/text book/articles in your main post. 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. Indicate the references and number of words at the end of your posts.
5. **Journals:** The Journals require you to articulate the key concepts and ideas that have stood out during your reading of a particular chapter. Each takeaway should have a minimum of 100 words. These are concepts you deem important for you, career and possibly life lessons. Every takeaway should be explained well and also cite the source and page number where the takeaway is derived from in the course textbook ie. Answer the questions “what did I learn? And why is it important? Indicate the reference and number of words at the end of your posts.

6. **Volunteer Experience:** 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, and upload into Canvas a reflection in 830 words or so (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 (See appendix 1 and More specific checklist in Appendix 2 at the end of the syllabus)

7. **Class attendance:** This is obligatory and a perfect class attendance record will earn you 10% of the overall grade. Make sure to sign the class attendance roll at every f2f session.

**Note very carefully:***


   “More specifically the systematic monitoring and analysis of a game by using video and computers is the major method to test the performance of the soccer players and the performance of the teams (Lames, 1994; Singer & Willimczik, 2002). According to Czwalina (1992) the team sports systematic observation distinguished in two kinds: a) the observation of the behaviour of individual match selected players (e.g. control techniques, movements) and b) the observation of the performance of a group of players or all the team (e.g. kind of system, success of goals).”

2. Examples for references as per citations in 1 above using the APA style:

3. 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 Canvas 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. I encourage you to communicate with me regularly regarding assignments and your progress.

**Exams**

Exams will be accessible only at certain times on dates in the schedule below (e.g., for a period of 2 days). Take note of the key dates in the schedule below.

**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 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. Therefore, it is advisable to stay ahead of the f2f topics on readings, quizzes, blogs, discussion boards and journals. This will facilitate better and more effective classroom discussions during f2f sessions.

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. 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 and soft deadlines given in the syllabus.

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 Canvas and this online course is available on your Canvas login page eg. https://utttyler.instructure.com/courses/2157

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 January 14, 2019 and end on May 4, 2019. This course is both content-oriented and process-oriented, so you will be called upon to reflect, write and apply more than in other cases. Because the course is hybrid, we shall meet only about 13 times a semester and therefore most work will be online. 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 on your own. 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 F2F classroom sessions and Canvas 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.

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 (15%), Class attendance (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 14
2. Martin Luther King, Jr Holiday - January 21st
3. Census Date (11th Class Day) – January 28
4. Filing for summer 2018 graduation - February 15
5. Spring break for faculty and students - 3/11 to 3/16
6. Last Day to Withdraw from Classes – April 1
7. Study Day – April 29
8. Final Exams for spring semester – April 30 – May 4

**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/deadlines</th>
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<tbody>
<tr>
<td>1. January 14</td>
<td>F2F: Introduction, syllabus review and classroom policies and expectations;</td>
<td>a. Course Syllabus and pre-test Quiz Online under “Getting Started”&lt;br&gt;b. Listen to Instructor’s welcome message and Read Chapter 1 and 2, view you tube videos</td>
<td>• Familiarize with Canvas under getting started and Faculty Information&lt;br&gt;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 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 (100 words). Indicate number of words in each post.</td>
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<td>2. January 21 is a Holiday so F2F on 28th</td>
<td>Module 1: Introduction to Motor Development: Lecture and discussion on the introduction to MD, Fundamental Concepts and Theoretical Perspectives in MD</td>
<td>1. Prepare for class discussion by reading chapter one and two; Chapter One and two quizzes</td>
<td>2 Discussion Board 2 (200-300 words): 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 (100 words). Use citations and show references used in main post. Indicate number of words in each post.</td>
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<td>2. February 4</td>
<td>Review concepts and create Groups</td>
<td>Read Chapter 3, view videos, power point slides and take quiz 3 online.</td>
<td>3. Blog 1 (300-400 words): By the end of your Undergraduate College experience, you are supposed to possess a high level of Knowledge,</td>
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Critical Thinking skills, Communication skills, and Leadership skills. Define these concepts, reflect on your life to date and evaluate your current status on how you are accomplishing these skills both formally and informally. Use specific examples. Use citations and show references used. Indicate number of words.

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<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>February 11</td>
<td>Group presentations on Principles of Motion and Stability and assignment of tasks for classroom presentations</td>
<td>Presentations</td>
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<tr>
<td>February 18</td>
<td>Movement Skills: Safety, Effectiveness Efficiency</td>
<td>Reflection and Lecture</td>
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<tr>
<td>February 25</td>
<td>Module 2: Physical Growth and Aging: 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>March 4</td>
<td>Module 3: Development of Motor Skills Across the Life Span: Lecture on Early Motor Development</td>
<td>Read Chapter 6 and do quiz 6 Online</td>
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5. **Journal Reflection 1 (600 words)**: Explain any SIX key takeaways, TWO from each of chapter 1, 2 and 3 respectively. Indicate citations, references and number of words for the post.

6. **Journal Reflection 2 (400 words)**: Explain any FOUR takeaways, two each from chapters 4 and 5 respectively. Indicate citations, references and number of words for the post.

7. **Discussion Board 3 (200-300 words)**: You have been appointed as a coach of a middle/high school team and using the concept of body scaling, explain how you would adapt the game and the environment to enhance skill performance for the kids? Also respond to what one other person has said in her/his post (100 words). Use citations and show references used in main post. Indicate number of words in each post.

Module 2 Deadline: MARCH 4

MARCH 11 TO 16: SPRING BREAK
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>8) March 18</td>
<td>Group presentations</td>
<td>Development of Human Locomotion, Ballistic Skills and Manipulative Skills</td>
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<td></td>
<td>Read chapter 7, 8 and 9</td>
<td>Take online quizzes 7, 8 and 9 online</td>
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<td>Midterm examination on MARCH 20 and 21</td>
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<td>9) March 25</td>
<td>Revise all quizzes and feedback given online</td>
<td>Online Assignment 10 and 11 covering chapters 10 and 11.</td>
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<td>10) April 1</td>
<td>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</td>
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<td>11) April 8</td>
<td>Read Chapter 12, 13 and 14 and take quiz 12, 13 and 14 respectively Online</td>
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**9. Journal Reflection 3 (400 words):** Explain any FOUR takeaways, ONE each from chapters 6, 7, 8 and 9 respectively. Indicate citations, references and number of words for the post. **10. Blog 2 (300-400 words):** 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 and the need for exposure to a wider number of sports, discuss the OTHER sports options that you would offer to them. Use citations and show references used. Indicate number of words. **Module 3 deadline: MARCH 23**

**11. Journal Reflection 4 (400 words):** Explain any FOUR takeaways, two each from chapters 10 and 11 respectively. Have two takeaways for each chapter. Indicate citations, references and number of words for the post. **12. Discussion Board 5 (200-300 words):** 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 (100 words). Use citations and show references used in main post. Indicate number of words in each post. **Module 4 deadline: MARCH 31**

**13. Blog 3 (300-400 words):** 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. Use citations and show references used. Indicate number of words. **14. Discussion Board 6 (200-300 words):** Disability is not inability. Expound on this statement based on Constraints to Motor Development and YouTube on Mr. Nick Vujicic or any other person with disability. Also respond to what one other person has said in her/his post (100 words). Use citations and show references used in main post. Indicate number of words in each post. **Module 5 deadline: APRIL 7**
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<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tr>
<td>12) April 15</td>
<td>Module 6: Group Discussions and in-class presentations on “Interaction of Exercise Task and Structural Constraints”</td>
<td>Read Chapter 15, 16, 17 and 18 and take online quizzes 15, 16, 17 and 18 respectively</td>
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| 13) April 22 | Course wrapping up and reflections                                         | **A: April 22:** Submission of Volunteer paper and evidence online  
**B: Post Test on April 22 and 23**  
Deadline for ALL ASSIGNMENTS (DB, Journals and Blogs): April 24 at 11:59 pm. Anything after shall not be graded.                                                                 |
| 15) April 29 and 30 | Final Examination                                                        | • FINAL EXAMINATION ONLINE                                                                                                                                                                               |
| 16  | Journal Reflections 6 (400 words): Explain any FOUR takeaways, ONE each from chapters 15, 16, 17 and 18 respectively. Indicate citations, references and number of words for the post. |                                                                                                                                                                                                          |
| 17  | Discussion Board 7 (200-300 words): 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 (100 words). Use citations and show references used in main post. Indicate number of words in each post. |                                                                                                                                                                                                          |
| 18  | Blog 4 (300-400 words): 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. Use citations and show references used. Indicate number of words. | Module 6 deadline: April 24                                                                                                                                                                              |
| 19  | Final Examination                                                         | APRIL 29 and 30, 2019                                                                                                                                                                                  |

**UNIVERSITY POLICIES:** Visit - [http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf](http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf)

**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](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/campus-carry/index.php](http://www.uttyler.edu/about/campus-carry/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, kretek, 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.

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. (For Fall, the Census Date is Sept. 12.) 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.uttyler.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 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;
□ using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
□ collaborating with or seeking aid from another student during a test or other assignment without authority;
□ discussing the contents of an examination with another student who will take the examination;
□ divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has 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;
□ 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;
□ falsifying research data, laboratory reports, and/or other academic work offered for credit;
□ 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
□ UT Tyler Tutoring Center (903.565.5964), 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)
APPENDIX 1

UNIVERSITY OF TEXAS AT TYLER

DEPARTMENT OF HEALTH AND KINESIOLOGY

KINE 3303: MOTOR DEVELOPMENT VOLUNTEER FORM

Name of Volunteer…………………………………………………………………………………………………………………

ID Number……………………………………………………………………………………………………………………………

Volunteer Site/Organisation………………………………………………………………………………………………………

Date (s) and Hours……………………………………………………………………………………………………………………

Describe your activities…………………………………………………………………………………………………………………

Name of Supervisor………………………………………………………………………………………………Signature…………

Supervisor’s Contact Information:

a. Phone……………………………………………………………………………………………………………………………..

b. Email………………………………………………………………………………………………………………………………....

Remarks by Supervisor:………………………………………………………………………………………………………………...

Name of Volunteer…………………………………………………………………………………………………………………..
 Appendix 2

KINE 3303 MOTOR DEVELOPMENT GRADING CHECKLIST FOR VOLUNTEER PROJECT REPORT

PLEASE, STRICTLY ADDRESS THE FOLLOWING IN YOUR REFLECTION ESSAY ON YOUR VOLUNTEER EXPERIENCE:

1. VOLUNTEER REPORT EVIDENCE SHEET ALL FILLED OUT, SIGNED AND UPLOADED IN CANVAS------10
2. TWO PAGE REFLECTION ON THE EXPERIENCE IN 830 WORDS (INDICATE NUMBER OF WORDS AT THE END OF THE ESSAY); - 10
3. WHY DID YOU CHOOSE THE SITE/ACTIVITY/LOCATION (JUSTIFY) – 10
4. WHAT DID YOU DO/YOUR ROLES – 10
5. WHAT IMPACT DID YOU MAKE/WHAT CONTRIBUTIONS DID YOU MAKE? – 10
6. WHAT WERE YOUR THREE TAKEAWAYS (STATE AND EXPLAIN EACH ONE OF THEM IN A PARAGRAPH) FROM THE EXPERIENCE – 30
7. WOULD YOU VOLUNTEER IN FUTURE AGAIN AND WHY? – 10
8. CONCLUSION – 10

TOTAL POINTS 100

SUBMIT REPORT ON APRIL 22, 2019