

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

SUMMER 2023

Course Title: Motor Development

Course Number: KINE 3303.460

Credits: 3 Hrs.

Prerequisites: None

Days/Hours of Class: Daily

Room: Canvas Online

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

Textbook:

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

Course Description:

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

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

Course Student Learning Outcomes and Cognitive Knowledge level according to Bloom's Taxonomy of Learning (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/?msclkid=2fe10f4fd13811ec9b172fc535d3d>):

Student Learning Outcomes: By the end of this course, the student will be able to do the following:

1. Foundational Knowledge: Demonstrate an understanding of major concepts related to human motor behavior over the lifespan (**Understanding Level**)
2. Application: Application: Propose appropriate activities for developing fine motor skills for toddlers/children (**Creating Level**).
3. Human Dimension: Evaluate the changing movement abilities of an individual over the lifespan (**Evaluation Level**).
4. Learning how to learn: Autonomously execute literature search to inform responses to discussion board, journal, and blog tasks in the course (**Application Level**).
5. Care: Demonstrate due care and proactive intervention in proposing appropriate athletic (as well as physical activities) events for children's, community members', and parents' participation (**Evaluation Level**).
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 (**Understanding Level**).
7. Application of Knowledge: Assess the different components of fitness (i.e., cardiovascular, muscular strength, flexibility, and body composition) (**Evaluation Level**).
8. Integration: Create a visual graphic that illustrates the key concepts associated with motor development across the lifespan basing on the FIVE modules of the course (Creating Level).

Methods of Instruction:

Student learning experiences to include but not limited to the following: a. observation and analysis of motor performance, b) reading designated textbook and supplementary material c. online engagement via CANVAS through YouTube, audio lessons, PowerPoint presentations, blogs, journals, and discussion board.

Course Procedures: Offered 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 THIS COURSE IS 100% Online. You will do all your work via canvas. Make sure you finish your tasks in the stipulated times. Please, ensure that after your initial reading of this syllabus, you check the various links in the course (**in Canvas**) 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 call 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 3303.060" 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.

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. 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 two other posts made by other students in the course using at least 100 words for each response. Make sure you cite research sources/textbook/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.

Also observe these course Norms for Discussion Boards: This course includes discussion boards where you respond to fellow course participants about different themes. The DBs offer space for participants to extend their conversations with other course-takers. Maintaining appropriate etiquette for online forms of communication—or netiquette—is crucial to ensuring that these discussion forums offer a rich learning experience for all participants. Participants in the Course are asked to kindly follow six norms for proper netiquette:

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

Feel welcome and enjoy interacting with one another as well as the content.

5. Journals: The Journals require you to articulate the key concepts and ideas that have stood out during your reading of a chapter. Each takeaway should have a minimum of 100 words and supported by a citation/source from the course textbook or any other source. These are concepts you deem important for you, career and possibly life lessons. Every takeaway should be explained well and 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. Group Project: Group project entails you collaborating with your peers to address a given topic. The essence is to build relationships among students, and harness their collaborative problem-solving skills, creativity, communication, and critical thinking. It is expected that you will generate a scholarly report as a group.

Citing and reference examples

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

Note very carefully: 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 course has set due dates for Canvas assignments but each one of you can reach me in case you need more time. 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. DB, Blog and Journal posts are graded and feedback, where necessary, given for correction to earn full credit. Take advantage of this opportunity to improve your writing and grade.

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 online 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. The course is set up, so the schedule is relatively heavy and expectations more rigorous early in the course, and they progress to a lighter schedule 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 a self-paced course but guided by due dates. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (like 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 due dates for completing blogs, journal, and discussion boards, but there is no penalty for submitting late as “life happens to us”. Just explain to me if you are not able to submit on time due to circumstances beyond your control.

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

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 (<http://ccs.uttyler.edu/?page=Canvas>). 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, July 3 and ends on Saturday, August 5, 2023. 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 only online, you must be diligent in the way you learn. Strive to be 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 Canvas. 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.
- 2) Communicate with the instructor whenever you need assistance or clarification.
- 3) Prepare diligently before taking quizzes, examinations, and all assignments.
- 4) Cite and reference all sources for Discussion Board, Journal and Blog posts.

Grading

1. 2 exams which will be administered at mid semester and end of semester 28% (14% for each exam), Journals (10%), Discussion Board (10%) and Blog (7%), Group Project (10%) and Quiz/posttest (35%).
2. Grading

A= 90-100%

B=80-89

C=70-79

D=60-69

F=59 and below

NOTE SEMESTER KEY DATES:

1. **Classes Begin – July 3, 2023**
2. **Census Date – July 07, 2023**
3. **Last Day to Withdraw from Classes – July 26, 2023**
4. **Final Exam August 4 and 5, 2023**

COURSE SCHEDULE

MODU LE/DAT ES	Module and Lesson topic	Activities/Assignments	REFERENCE/RESOUR CE/Key Dates
1. July 3 to July 7	Module 1: Introduction to Motor Development:	1. Online familiarization with Canvas and review of syllabus and discussion board task;	<ul style="list-style-type: none">• Course Syllabus• Pre-test

	<p>a. Discussion on the introduction to MD,</p> <p>b. Fundamental Concepts and Theoretical Perspectives in MD;</p> <p>c. Principles of motion and stability</p>	<p>pre- test; Listen to Instructor’s Profile and expectation on Canvas</p> <p>2. 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 two other people have said in their posts in 100 words each. Include citations, references and indicate number of words.</p> <p>3. GROUP PROJECT (2000 words): Create a visual graphic that illustrates the key concepts associated with motor development across the lifespan basing on the FIVE modules of the course. Include graphics that capture the different concepts covered in different chapters of the course textbook in relation to the lifespan development of human beings. How do these concepts reflect the progression and regression of human motor movement abilities over the lifespan? Provide examples to support your ideas (Creating Level). Also generate FOUR benefits and TWO challenges of working together in the group. Include citations, references and indicate number of words.</p> <p>4. Discussion Board 2 (200-300 words): Review the concepts of “developmental trajectory and Longitudinal research study” (Haywood and Getchell, 2020, pp. 9-13) and using persons you know (eg. your dad, mother, niece, nephew, sibling from the family) or community, assess the motor development changes you have observed over a specified period. Also respond to what two other persons have said in their posts (100 words). Include citations, references and indicate number of words.</p> <p>5. Journal reflection on Module 1 (300 words) explaining ONE takeaway each from each of chapters 1, 2 and 3 respectively. Include</p>	<ul style="list-style-type: none"> • Textbook reading- Chapter 1, 2, and 3 • Quizzes 1, 2, and 3 • You Tube: https://www.youtube.com/watch?v=Nu6LYL2ynzI • Power Points • Make sure you finish all your Module 1 assignments by JULY 7
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		citations, references and indicate number of words.	
2. July 8- 12	Module 2: Development of Motor Skills Across the Life Span: <ol style="list-style-type: none"> Early Motor Development; Development of Human Locomotion, Ballistic Skills and Manipulative Skills 	<p>6. Discussion Board 3 (200-300 words): Search the net and identify three publications on fine motor skills. Basing on the articles, define fine motor skills and propose at least FOUR activities that a parent would use to develop fine motor skills for a 2 to 3 year- old child. Also respond to what two other people have said in their posts (each response should be 100 words minimum). Indicate number of words, use citations, and add reference(s).</p> <p>7. Blog 1 (300-400 words): 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. Read some literature on each and reflect on your life to date and evaluate your status on how you are accomplishing these skills both formally and informally. Use specific examples. Include citations, references and indicate number of words.</p> <p>8. Journal reflection on Module 2 (400 words) explaining ONE takeaway each from each of chapters 4, 5, 6 and 7 respectively. Include citations, references and indicate number of words.</p>	<ul style="list-style-type: none"> Textbook reading- Chapter 4, 5, 6 and 7 Quizzes 4, 5, 6, and 7 You Tube: https://www.youtube.com/watch?v=Nu6LYL2ynzI Power Points Make sure you finish all Module 2 assignments as you transition to module 3 by JULY 12
3. July 13 to 18	Module 3 and 4: Physical Growth and Aging: <ol style="list-style-type: none"> Physical Growth, Maturation and Aging; Development and Aging of Body Systems 	<p>9. Journal reflection on Module 3 (400 words): Explain any TWO takeaways each from chapters 8 and 9 respectively. Include citations, references and indicate number of words.</p> <p>10. Discussion Board 4 (200-300 words): You have been appointed as a coach of a team of 9 to 10-year old girls. Knowing how height and body size change with growth, how would you adjust the activities and the field dimensions to enhance skill performance/development? Also respond to what two other people have said in their posts (each response should be 100 words minimum). Include citations, references and indicate number of words.</p> <p>11. Blog 2 (300-400 words): Put yourself in the shoes of a Texan parent, who has two</p>	<ul style="list-style-type: none"> Textbook reading- Chapter 8 and 9 Quizzes 8 and 9 You Tube: https://www.youtube.com/watch?v=q0X4x7A9bS4 Power Points Deadline: July 18

		boys aged 6 and 8, and bearing in mind the high rate of concussions in football as well as the need to provide a variety of sporting experiences, propose the OTHER sports options that you would offer to them and why? Include citations, references and indicate number of words.	<ul style="list-style-type: none"> • MIDTERM : July 18 and 19
4.July 19-23	<p>Module 4: Development of physical fitness</p> <p>a. Chapter 10- Development of Cardiorespiratory Endurance</p> <p>b. Chapter 11- Development of Strength and Flexibility</p> <p>c. Chapter 12- Weight status, fitness, and motor competence</p>	<p>12. Journal Reflection 4 (300 words): Explain any THREE takeaways, ONE each from chapters 10, 11 and 12 respectively. Include citations, references and indicate number of words.</p> <p>13. Discussion Board 5 (200-300 words): Watch the Movie, “The Age of Champions” and recommend why Physical Activity is good for aging persons? Has your attitude towards old age and physical activity changed? Respond to what two other persons have said in their posts (100 words each). Include citations, references and indicate number of words.</p>	<ul style="list-style-type: none"> • Textbook reading- Chapter 10, 11 and 12 • Quizzes 10, 11 and 12 • Power Points • Deadline: JULY 23
5. July 24- to 27	<p>Module 5: Perceptual-Motor Development:</p> <p>a. Chapter 13- Sensory- Perceptual Development and</p> <p>b. 14- Perception & Action in Development</p>	<p>14. 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. Include citations, references and indicate number of words.</p> <p>15. Journal Reflections 5 (400 words): Explain any THREE takeaways, ONE each from chapters 12, 13 and 14 respectively. Include citations, references and indicate number of words.</p>	<ul style="list-style-type: none"> • Read Text: Chapters 13 and 14 • Listen to Recorded lectures • Read Power Points • Do quizzes 13 and 14 • You Tube • Library • JULY 27TH, 2022
6.July 28 to August 3	Module 6: Functional Constraints to Motor Development:	16. Journal Reflections 6 (400 words): Explain any FOUR takeaways, ONE each from chapters 15, 16, 17 and 18 respectively.	Read Text: Chapters 15, 16, 17 and 18 Listen to Recorded lectures

	<p>a. 15-Social and cultural constraints in Motor Development</p> <p>b. Chapter 16- Psychosocial constraints in Motor Development</p> <p>c. Chapter 17- Development of motor learning and</p> <p>d. 18- Conclusion on interactions among constraints</p>	<p>Include citations, references and indicate number of words.</p> <p>17. Blog 4 (500 words): Final detailed reflections on your five KEY takeaways from the course content and your overall thoughts on the strengths of the course and suggest improvements. Include citations, references and indicate number of words.</p>	<p>Read Power Points Do quizzes 15, 16, 17 and 18</p> <p>AUGUST 2 AND 3, 2023: POST TEST</p> <p>Deadline: Final deadline for all assignments is AUGUST 3, 2023, at 11:59 pm</p>
<p>7. AUGUST 4-5, 2023</p>	<p>FINAL EXAMS ONLINE</p>	<p>AUGUST 4 AND 5, 2023</p>	

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

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION

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

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

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

<http://www.uttyler.edu/about/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, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit

www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services

Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

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

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

- ☑ Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ☑ Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- ☑ Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- ☑ Being reinstated or re-enrolled in classes after being dropped for non-payment
- ☑ Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.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 un-administered 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 un-administered test, test key, homework solution, or computer program or information about an un-administered 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)
- Covid-19 Information and updates: <https://www.uttyler.edu/reboot/>

BEST WAYS TO LEARN: TIPS FOR SUCCESSFUL SELF- DIRECTED LEARNING

MAKE THE MOST OF YOUR NOTES

Review your notes as soon as possible after class. Fill in any missing information by consulting your text or asking classmates or your instructor for clarification. Spend time organizing your notes and making connections with content you have previously covered. Create flashcards for key vocabulary, facts, and content.

PUT IT IN YOUR OWN WORDS

Shortly after completing assigned readings or after reviewing your notes from class, take a few minutes to put the concepts studied in your own words. It can be very helpful to "teach" or explain the content to someone else. You can even pretend to teach others if your friends are not that interested in learning more about physics!

BE AN ACTIVE READER

Stop every few pages and ask yourself questions about what you just read. Turn section headings into questions and answer them in your own words. Make connections between what you read and what you have already learned. Create quiz questions that may appear on a test and write them on note cards for later use.

SCHEDULE STUDY SESSIONS

Set aside a few times each week to study for each course. Study your notes from the current class and then restudy notes from prior classes. Use your practice test questions and flash cards. Keep quizzing yourself until you can reliably recall the information, and then take the cards out of weekly rotation. Add them back in prior to any final assessment.

MIX DIFFERENT TYPES OF PROBLEMS

When you practice two or more concepts at the same time, retrieval is harder but

produces longer lasting learning and lets you apply what you are learning. For example, practicing different types of math problems makes you more skilled than working on a set of common problems.

“A” and “C” Student Distinction: It is your choice

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 can 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**