

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

SUMMER 2023

Course Title: Motor Development

Course Number: KINE 5305.060

Credits: 3 Hrs.

Prerequisites: None

Days/Hours of Class: Daily

Room: 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

TEXT

1. Gabbard, C. P. (2018). Lifelong Motor Development. 7th edition. Philadelphia: Wolters Kluwer. ISBN 9781496346346797
2. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

Course Description:

An overview of the life changes that occur in physical fitness, physical skills, and perceptual motor skills. Individual variations due to genetic factors and environmental interventions are examined.

Prerequisites

None

DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES

By the end of your Master of Science in Kinesiology Program, you are expected to accomplish the following learning outcomes at above average levels including:

- ◇ Mastery of Kinesiology and/or Health Related Content
- ◇ Application of Teamwork Skills.
- ◇ Demonstration of Communication Skills
- ◇ Demonstration of Leadership Skills
- ◇ Exhibit Integrity/Ethical behavior in different settings.
- ◇ Demonstrate use of Technology
- ◇ Demonstrate an appreciation of Human Diversity and Multiculturalism

Student Learning Outcomes and Cognitive Knowledge level according to Bloom's Taxonomy of Learning (<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/?msclkid=2fe10f4fd13811ec9b172fc535d35d3d>): After the completion of this course the student will:

1. **Foundational Knowledge:** Discuss the major concepts related to human motor behavior over the lifespan (**Understanding Level**).
2. **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 (**Evaluation Level**).
3. **Learning how to learn:** Independently search the literature and read relevant materials to generate discussion boards, blogs and journals (**Creating Level**).
4. **Care:** Demonstrate due care and proactive intervention to elevate participation in physical activity levels at personal, familial, and societal levels (**Application**).
5. **Integration:** Analyze the relationship among individual constraints, development of locomotor patterns and the role of environmental factors such as culture, geographical location, among others (**Understanding Level**).
6. **Application:** Observe an infant and assess reflexes and their developmental characteristics (**Evaluation**).
7. **Foundational Knowledge:** Identify the primary sociocultural influences that can affect physical activity involvement during adulthood (**Understanding**).
8. **Application:** Search literature and prepare a post on child rearing practices in USA, compare with one other country in the world and assess their implications for motor development (**Evaluation**).

Methods of Instruction:

Student learning experiences to include but not limited to 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 provides 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 do not 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 wnjororai@uttyler.edu. VERY IMPORTANT: Every email you send to me related to the course should have “KINE 5305.060” 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, inquire, or ask, via email if not sure about anything related to the course (or 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. I do not mind if you send me emails from another account (if I can tell who has

sent the email!), but I will send email via addresses in the course from time to time. **Therefore, it is essential that you check your Patriot account on a daily or regular basis.**

Course Outline

Very important information is provided in the “Announcements”, in Canvas (located in the navigation bar on the left side of the screen in the course). The “Announcements, Modules, Grades” tabs 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 tabs, 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. Use APA referencing style (<https://apafomat.org/apa-pdf-citation/>) in discussion boards, blogs and journal writings.

Assignments

1. **Pre and posttests:** The pretest gauges 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 at least 400 words. This captures 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 eg. Gabbard (2018, p. ???). Your perspective is important and articulate it here! **Indicate the citations in the post. You must add at least three references and the number of words at the end of your posts. Make the blog as scholarly as possible.**
4. **Discussion Board:** This is where you comment on given themes (300 words) and give your reaction to two other posts made by other students in the course using at least 100 words each. Make sure you cite research sources/textbook/articles in your main post eg. Haywood & Getchell (2014) or Gabbard (2018), etc. 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 at least three references (eg. Gabbard, C. P. (2018). Lifelong Motor Development. 6th edition. Boston: Benjamin Cummings) and number of words at the end of your main post.

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.
- 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 particular chapter. Each takeaway should have a minimum of 100 words and supported by a citation (eg. Gabbard (2012, p. ???). 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 and other secondary sources ie. Answer the questions “what did I learn? And why is it important? Indicate at least three references (eg. Gabbard, C. P. (2018). Lifelong Motor Development. Philadelphia: Wolters Kluwer) 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.

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 due dates. However, I am flexible in accommodating late submissions if explained. 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. The examination, Posttest and end of semester deadlines are set and not soft.

Exams

There will be one examination which will be accessible on July 1 and 2, 2022 Online.

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. However, you must compress that time into five weeks. As a rough guide, you should spend about 27 hours per week for the 5 weeks of the semester. It is critical that you do not fall behind. The course is set up so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule and more rigorous expectations as the course goes along. Therefore, it is advisable to work ahead on readings, quizzes, blogs, discussion boards and journals when that is possible.

You will have access to all course materials systematically including exams, certain assignments and certain discussion board forums, from the start of the course to the end, just as you move through a book from start to finish. This is not a self-paced course, however. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (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 no specific due dates for completing blogs, journal and discussion boards, but it is better to stick to the weekly expectations.

LIBRARY SERVICES UT Tyler's Muntz Library may be accessed via <http://library.utt Tyler.edu/>. A link to the Muntz Library is also available on UT Tyler's Home Page (www.utt Tyler.edu). You will access research articles via the Library link. To get full access, you will have to log on via your Patriot username and password if you are away from campus.

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.utt Tyler.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 Tuesday, May 30 and ends on Saturday, July 1, 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 wholly online, you must be diligent and disciplined in the way you learn. You have to read extensively and follow up on learning tasks online as well as undertaking observations around the home and in the community. The Course Announcements area in Canvas presents occasional updates. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key weekly dates and tasks on your own personal calendar.

Course Expectations:

1. Being a graduate class, there is going to be plenty of reading to master knowledge, a lot of writing to enhance your communication skill, plenty of analytical thinking to enhance your critical thinking skills, and application to relevant problem-solving situations in life and profession. These skills are critical to your success in the profession and life. These are in line with the learning outcomes outlined including content mastery, communication, leadership, teamwork, ethical behavior, technology use and multicultural behavior.
2. As a graduate student, you have plenty of experience and knowledge that you can share even as you strive to improve. You learn best by sharing what you know; interrogating what you read and hear; seeking answers to questions posed and in return asking the relevant questions of your own.

NOTE SEMESTER KEY DATES:

1. May 30, 2023- summer 1 classes begin
2. Census Date (4th Class Day- June 5, 2023)
3. June 21 is the last day to withdraw from one or more courses.
5. Final Exams June 30 -July 1, 2023

Grading

1. Your grade will be derived from: one examination which will be administered at end of semester (20%), group project (15%), discussion board (12%), journal (12%), blog entries (11%), online quizzes and post-test (30%). So, make sure you fulfill all the tasks as specified and aim to score close to 100% on each of them.

2. Grading

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

COURSE SCHEDULE

MOD ULE/ DAT ES	Module and Lesson topic	Activities	REFERENCE/RESOURC E/Key Dates
1. May 30 to June 10	Module 1: An Overview of Lifelong Human Motor Developme nt Module 2: Biological Growth and Developme nt	1. Online familiarization with canvas and review of syllabus; pre- test; Listen to Instructor’s Profile and expectation in canvas 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. 3. GROUP PROJECT (3000 words): Search on the Web, course textbook, research articles and other Media and create a concept map that illustrates the key factors influencing motor development across the lifespan. Include graphics that represent the different stages of development and the factors that affect them, such as genetics, environment, culture, and physical activity. For each stage, explain how these factors shown in the graphic interact with one another to impact motor development? Provide examples to support your ideas.	<ul style="list-style-type: none"> • Course Syllabus (see guidelines for discussion boards, blogs and journals above) • Pre-test • Textbook reading- Chapter 1, 2, 3, 4 and 5 • Quizzes 1, 2, 3, 4, and 5 • You Tube: https://www.youtube.com/watch?v=Nu6LYL2ynzI • Power Points • https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_cit

		<p>Also generate an evidence-based conclusion where you highlight the key factors that influence the lifelong progression and regression of people. Add TWO challenges and FOUR benefits of working together in the group. Include citations, references and indicate number of words.</p> <p>4. Module 1 Journal reflection (300 words): Explain THREE takeaway points/concepts from chapter 1 and state why each is important to you and your career. Include citations, references and indicate number of words.</p> <p>5. Module 2 Journal reflection (400 words): Explain one takeaway from each of chapters 2, 3, 4 and 5. Include citations, references and indicate number of words.</p> <p>6. Discussion Board 2 (300 words): Read two peer reviewed journal articles on community fitness trends and discuss the findings in relation to physical activity/exercise practices in your community/neighborhood. Also respond to what two other people have said in their posts (100 words each). Include citations, references and indicate number of words.</p>	<p>ations_the_basics.html</p> <ul style="list-style-type: none"> • https://www.mmu.ac.uk/media/mmuacuk/content/documents/careers/Applying-the-Gibbs-Model-2018.pdf • Module 1 and 2 due Date: June 10 • Group Project 1st Report due June 10
2. June 11 to 14	Module 3: Perception and Information Processing	<p>7. Module 3 Journal reflection (400 words): Explain TWO takeaways from each of chapters 6 and 7 respectively. Include citations, references and indicate number of words.</p> <p>8. Blog 1: In 400-500 words, describe a situation where you have applied your leadership, teamwork, communication, and ethical abilities. Include citations, references and indicate number of words.</p>	<ul style="list-style-type: none"> • Textbook reading- Chapter 6 and 7 • Quizzes 6 and 7 • You Tube: • https://www.youtube.com/watch?v=q0X4x7A9bS4 • https://www.youtube.com/watch?v=bqeJ1knVnzw • Power Points • All Module assignments and Group Project Report 2 Deadline: June 14
3. June 15 to June 23	Module 4: Motor Behavior Across the Life Span	<p>9. Module 4 Journal reflection (500 words): Explain one takeaway from each of chapters 8, 9, 10, 11 and 12 respectively. Include citations, references and indicate number of words.</p> <p>10. Discussion Board 4 (300 words): Watch you tube videos of babies less than one year, observe the different reflexes, and read TWO articles on reflexes. Using that knowledge, discuss reflexes regarding definition and their relevance in the</p>	<ul style="list-style-type: none"> • Textbook reading- Chapter 8, 9, 10, 11 and 12 • Quizzes 8, 9,10, 11 and 12 • You Tube: • https://www.youtube.com/watch?v=RI3thsFzX0

		<p>developmental process of people. 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>11. Blog 2 (400-500 words): Read two peer reviewed articles on senior athletes and discuss the primary sociocultural influences that can affect physical activity involvement during adulthood. Include citations, references and indicate number of words.</p>	<ul style="list-style-type: none"> • You Tube: https://www.youtube.com/watch?v=8-us-JrKXcM • You Tube: https://www.youtube.com/watch?v=x8q6BbfmgBw • https://www.youtube.com/watch?v=E-Jb3SwYg94 • Power Points • Assignments and Group Project Report 3 Deadline: June 23
4. June 24 to June 26	Module 5: Assessing Change	<p>12. Module 5 Journal reflection (300 words): Explain THREE takeaways from chapter 13. Include citations, references and indicate number of words.</p> <p>13. Blog 3 (400 words): Search the literature under the Library Databases, identify two peer-reviewed articles and comment on 3 key takeaways from each regarding the purposes of motor assessment. Include citations, references and indicate number of words.</p>	<ul style="list-style-type: none"> • Textbook reading-Chapter 13 • Quiz 13 • You Tube • Power Points • Library Database • Deadline: June 26
5. June 27 to June 29	Module 6: Sociocultural Influences on Motor Development	<p>14. Module 6 Journal reflection (300 words): Explain THREE takeaways from chapter 13. Include citations, references and indicate number of words.</p> <p>15. Discussion Board 4 (300 words): Identify two peer review articles on “sociocultural influences on motor development” and discuss the primary sociocultural influences that can affect physical activity involvement during young adulthood in the USA. Also respond to what two other people have said in their posts (100 words each). Include citations, references and indicate number of words.</p> <p>16. Blog 4 (400 words): Search YouTube, readings, internet, and blog on how children are socialized into sport in a country other than the USA. Include citations, references and indicate number of words.</p> <p>17. Blog 5 (600 words): Generate a report using the Gibbs' Reflective Cycle framework on your experience working with other students on the class group project. Address these six aspects (100 words for each step): Description of the</p>	<ul style="list-style-type: none"> • Textbook reading-Chapter 14 • Quiz 14 • You Tube: https://www.youtube.com/watch?v=cHSbb_w2V-E • You tube: • Power Points • Gabbard, C. and Krebs, R. (2012). Studying Environmental Influence on Motor Development in Children. The Physical Educator, 69: 136-149. • Deadline: June 29 • Larsson, K and Quennerstedt, M. (2012). Understanding

		<p>experience (what happened?); Feelings and thoughts about the experience (what were you thinking and feeling?); Evaluation of the experience, both good and bad (what was good and bad about the experience?); Analysis to make sense of the situation (what sense did you make of the experience?); Conclusion about what you learned and what you could have done differently (what else could you have done?); Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate while working on a group project (If you were put in a group project again, what would you do differently?).</p> <p>FINAL EXAMINATION JUNE 30 and JULY 1, 2023</p>	<p>Movement: A Sociocultural Approach to Exploring Moving Humans. <i>Quest</i>, 64:283–298.</p> <ul style="list-style-type: none"> • https://www.mmu.ac.uk/media/mmuacuk/content/documents/careers/Applying-the-Gibbs-Model-2018.pdf • Group Report Final Report 4 submission, June 29 • Post-test on June 28 and 29, 2023.
--	--	---	--

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

Handbook of Operating Procedures -- The University of Texas at Tyler
ACADEMIC DISHONESTY POLICY

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

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

"Cheating" includes:

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

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. "Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit. Please abide by The UT Tyler Honor Code: **I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.**

GRADE APPEAL PROCEDURE

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

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

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

FOOD AND DRINK IN CLASSROOMS

Consumption of food and drink in university classrooms is prohibited.

INDOOR SMOKE-FREE CAMPUS

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

CLASS ATTENDANCE

Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work.

The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

APPROVED STUDENT ABSENCES

On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:

1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence.

It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

GRADE REPLACEMENT

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

DISABILITY STATEMENT

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 Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including 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 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.

CONCEALED HAND GUNS

“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>.”

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

The "A" Student:

Attendance - "A" students have nearly perfect attendance.

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

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

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

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

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

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

The "C" Student:

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

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

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

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

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

Remember:

- 1. Nothing lasts forever. Not even your troubles – Arnold H Glasgow**
- 2. There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle – Albert Einstein**
- 3. Take chances, make mistakes. That's how you grow. Pain nourishes your courage. You have to fail in order to practice being brave – Mary Tyler Moore**
- 4. If you don't go after what you want, you'll never have it. If you don't ask, the answer is always no. If you don't step forward, you're always in the same place – Nora Roberts**
- 5. I've missed more than 9,000 shots in my career. I've lost almost 300 games. Twenty-six times I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed – Michael Jordan.**