

KINE 3388: Theory and Application of Motor Development
Fall 2013

Instructor: Dr. Priscila Caçola
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Office Hours: by appointment
Class Website: Blackboard

Section Information: KINE 3388-001

Time and Place of Class Meetings: T/R 2:00pm – 3:20pm, Science Hall 333 (Field Days: Webb Elementary)

Description of Course Content:

[Catalog Description] Practice of fundamental motor patterns within the context of developmental theory. The theoretical basis of motor development is applied through sequential progression of skills in selected activities. Prerequisite: KINE 1315 (or permission of instructor), and KINE 1400.

[My Description]: The course focuses on the study of motor skill development in childhood and adolescence. More specifically, the class concentrates on the basis of motor development theory and aspects that affect motor competence, underlie control of movement, and influence change in the acquisition of motor skills in childhood and adolescence. In addition, a practical application of the theoretical framework for MD is explored with fieldwork in a local elementary school.

Student Learning Outcomes:

- The student will develop an understanding of the theoretical basis of motor development.
- The student will develop an understanding of the mechanisms affecting change.
- The student will develop an understanding of principles of motor behavior (development, learning, control) from a developmental perspective.
- The student will be able to discuss the major factors, characteristics, and changes associated with body growth from a developmental perspective.
- The student will be able to identify and explain developmental characteristics of perception and information processing.
- The student will be able to explain the main characteristics of each stage and phase of the developmental continuum.
- The student will be able to discuss measurement and evaluation in motor development and the major assessments associated to it.
- The student will develop an understanding of the process of problem solving as it is applied to motor development.
- *To provide PETE students with the knowledge required by NASPE (2009) standards 1.2, 1.3, 1.5, 2.1, 2.3, 5.1, 5.2.*

* *Key Course Assessment: TGMD-2 (Test of Gross Motor Development – 2nd edition), NASPE 1.2, 1.3, 1.5, 2.1, 2.3, 5.1, 5.2*

Required Textbooks and Other Course Materials:

- Tk20 (<https://tk20web.uta.edu/campustoolshighered/start.do>) [Note: Please check with your instructor for specific information on when key assessments and associated assignments are due in Tk20 for this course.]
- Life Span Motor Development by Kathleen Haywood & Nancy Getchell (Human Kinetics, 5th ed.)

Supplemental Textbooks:

Lifelong Motor Development by Carl Gabbard (Pearson, 6th ed.)

Descriptions of major assignments and examinations:

- Tests:
 - There will be 3 tests after each major module. All will be completed in class, either on paper or online using Blackboard.
- Final Exam:
 - The final exam will be a compilation of ALL class content. It will be completed online (in class) using Blackboard.
- Participation (Class & Discussion Board):
 - Class: Include but are not limited to answer questions, contribute to discussions, pose questions, etc.
 - Blackboard: For each forum/topic opened by the instructor you are expected to participate by giving a relevant contribution to the discussion. The student participation will be graded up to 1.0 point for each relevant contribution in the forum (relevant = adding information that enhances everyone's knowledge about a specific/proposed topic). Otherwise (if the information was not considered relevant (adding knowledge to the discussion), a student will be graded with a zero. Proportional grade will be calculated.
- School Project/Field Days:
 - This class will involve field work in a local elementary school (Webb Elementary), where we will administer a pre- motor assessment with the students and design activities to work on their weaknesses, followed by a post- motor assessment. You will have to be fully prepared to administer the assessments and work with the kids on field days. The kids love working with UTA students and look forward to that, so we have a lot of responsibility! All work will be documented and you will turn in your project at the end of the semester. Please note that field days are assigned on the class schedule and are subject to change. Details for the project will be posted on Blackboard.

* As of the first day of class (08/22/13), the school schedule has not been decided yet. I'll let you know as soon as possible when I'm able to work the schedule out. I estimated the schedule to give you an idea of how that will work, but the schedule will probably change. I am still working with Webb Elementary on that.

Attendance: Do not plan on missing any classes. We will cover new material every day. It is important that you attend class. **Excused absences include university approved absences or those that I receive prior notification of (i.e. illness, doctor appointments, etc.) AND approve as an excused absence (in other words, it does not mean that because you notified me, that the absence will be excused).** Each student is expected to prepare for class by reading the material prior to class. If you miss a class, you are responsible for obtaining all information presented, this means talk to your classmates about getting notes PRIOR to asking me questions about the class you missed. No late work of will be accepted! No excuses.

Attendance Policy: You have 10 pts of your grade reserved for attendance. You will miss three point every absence and ½ pt by every tardy* (> 5 min) you have. If you miss more than 15 min of the class, that will be considered an absence.

* Students will fail the course upon their **third** unexcused absence from the class.

* A tardy is defined as the student absent or unready to start class when the instructor starts class.

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Grade breakdown:

- Attendance – 10 pts
- Tests (3) – 30 pts (10 each)
- Final Exam – 20 pts
- Participation (Class & Discussion Board) – 10 pts
- School Project/Field Days – 30 pts

Scale: 90 – 100 pts = A, 80 – 89.99 = B, 70 – 79.99 = C, 60 – 69.99 = D, <60 = F

Note that grades are earned not given. NO GRADES will be bumped or curved at the end of the semester!

Expectations for In-Class Time: You are expected to attend this class ACTIVELY. I fully expect you come to class prepared (meaning you read what you were supposed to read, wrote what you were supposed to write, and so on). Your participation is of fundamental importance for this class (and grade). It is strongly recommended that you take notes. Examples of improper participation include, but are not limited to leaving class early before the instructor dismisses class, sleeping, reading the paper, working on other assignments, surfing the internet (if it's not class related), or any other inattentive activity. PLEASE TURN OFF AND PUT AWAY YOUR PHONE. NO TEXT MESSAGING WILL BE ALLOWED. NO HEADPHONES, VIDEO, OR AUDIO RECORDING WILL BE ALLOWED.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week (minimum, the university suggests and 9 hours) of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Make-up Exams: There will be no make-ups for missed in class work, except for university excused absences that must be turned in one week prior to the exam. However, in cases of extreme emergencies contact the instructor before the time and your situation will be **considered** for approval or denial. Please remember that only because your situation will be considered it does not mean that it will be approved.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. [Some instructors opt to cut and paste the relevant policy here. For undergraduate courses, see http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10; for graduate courses, see <http://www.uta.edu/gradcatalog/2012/general/regulations/#grades>.]

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

"I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code."

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located **[insert a description of the nearest exit/emergency exit]**. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Tk20:

The College of Education and Health Professions has implemented Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual's current and potential performance.
- Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to <http://www.uta.edu/coehp/tk20>. We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

Professional Dispositions Statement: Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

COEHP Dispositions for Teacher Educator Programs

Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, K-16 students).
 - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
 - Accepts authoritative decisions (no means “no”).
 - Treats others in a just and equitable manner.
- Maintains composure and self-control.
 - Responds positively to constructive criticism.
 - Follows appropriate channels of communication/authority.
 - Reacts professionally (calm and patient) when under stressful situations.

Professional Practices: TAC Standards 1.1 through 3.9

- Complies with class and program requirements
 - Attends classes, trainings, and field experiences.
 - Arrives on time and remains for the duration
 - Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and TEA/professional specialty program area standards.

Professional Appearance: TAC Standards 1.7, 1.10, 2.5

- Displays personal appearance and/or hygiene appropriate for professional setting.

Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9

- Uses appropriate and professional language and conduct.
- Works effectively, collaboratively, and equitably with others.
- Receives feedback in a positive manner and makes necessary adjustments.
- Uses electronic and social media appropriately, e.g., texting, Facebook, linked-in.
- Follows school and state regulations in electronic contacts made with students, parents, administrators, professors and others professionals.
- Uses UTA email as official university form of electronic communication and information.
- Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

**FALL 2013 – KINE 3388
TENTATIVE CLASS SCHEDULE**

Week	Date	Topic
1	8/22	Syllabus/ Introduction/ Background check application
2	8/26	Fundamental concepts
2	8/28	Theoretical perspectives in MD
3	9/03	<i>Mountain of motor development</i>
3	9/05	Review & Labs
4	9/10	Test 1
4	9/12	Development of human locomotion
5	9/17	Development of ballistic skills
5	9/19	Development of manipulative skills
6	9/24	Sensory-perceptual development
6	9/26	Perception and action in development
7	10/01	Review & Labs
7	10/03	Test 2
8	10/08	<i>Assessment in Motor Development</i>
8	10/10	<i>TEST OF GROSS MOTOR DEVELOPMENT-2</i>
9	10/15	<i>TEST OF GROSS MOTOR DEVELOPMENT-2</i>
9	10/17	FIELD DAY
10	10/22	In-class work on School Project
10	10/24	FIELD DAY
11	10/29	FIELD DAY
11	10/31	FIELD DAY
12	11/05	FIELD DAY
12	11/07	In-class work on School Project
13	11/12	Physical growth, maturation, and development of body systems
13	11/14	Development of endurance, strength, flexibility, and body composition
14	11/19	<i>Motor Competence & Physical Activity</i>
14	11/21	Review & Labs
15	11/26	Test 3
15	11/28	<i>Thanksgiving</i>
16	12/03	"BIG PICTURE" & Final Review
	12/10	FINAL EXAM – 2:00 – 4:30pm

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