

The University of Texas at Arlington
College of Education
Fall 2009

Course Title: Theory and Application in Motor Development

Course Number: KINE 3388

Course Location and Time: PEB 303, TR 12:30 – 1:50

Instructor: Dr. Abu B. Yilla

Office: P. E. Building, Rm. 101A

Office Hours: MWF 12:15 – 12:45, TR 11:30 – noon, or by appointment

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The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

COLLEGE OF EDUCATION MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

(See Last Page)

Course Prerequisites: KINE 1315

Required Textbook(s) and Materials: Gallahue, D. L., & Ozmun, J. C. (1997). Understanding motor development. Infants, children, adolescents, adults (5th Ed.). Dubuque, IA: WCB/McGraw-Hill.

Course Description: This course will examine the study and practice of fundamental motor patterns within the context of developmental theory. The theoretical bases of motor development will be applied through the practice of the sequential progression of skills in selected activities.

Course Learning Goals/Objectives:

1. To develop an understanding of the theoretical basis of motor development.
2. To develop a knowledge of the sequential progression of fundamental motor patterns.
3. To develop a basic understanding of the process of problem solving as it is applied to physical activity.
4. To develop an understanding of the biomechanical, physiological and developmental principles involved in each activity.
5. To develop developmentally appropriate learning activities consistent with modern motor development theory.
6. To implement developmentally appropriate learning activities consistent with modern motor development theory.
7. To develop the student's performance skills in selected activities.
8. Oral competencies will be demonstrated by the in class presentation of selected activities.
9. All assignments to be turned in will be computer generated thereby demonstrating the student's competence with the computer.

NCATE, national (NASPE) and state professional certification standards met within the context of this course

NCATE Standards	Standards Met in This Class
1. CANDIDATE PERFORMANCE	
<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</p>	Yes

National Professional (NASPE) Standards Met in This Class	Units/Assignments that meet standards
<p>Standard 1: Content Knowledge</p> <p>A physical education teacher understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge. To meet this standard institutions will document assessment activities which include motor skills, content knowledge in sub-disciplines, and the application of disciplinary content to teaching.</p>	All units and assignments

<p align="center">National Professional (NASPE) Standards Met in This Class</p>	<p align="center">Units/ Assignments that meet standards</p>
<p>Standard 2: Growth and Development</p> <p>A physical education teacher understands how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development. The focus of this standard is the application of growth and development concepts to specific teaching experiences. Preservice teachers will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental progressions.</p>	<p>All units and assignments</p>
<p>Standard 3: Diverse Learners</p> <p>A physical education teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. Through this standard, preservice teachers demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.</p>	<p>All units and assignments</p>
<p>Standard 5: Communication</p> <p>A physical education teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings. Preservice teachers will demonstrate the use of assorted media and technology for presentation of lessons, demonstrate sensitivity to all learners and model appropriate behavior, and illustrate communication strategies for building a community of learners.</p>	<p>All application module activities</p>
<p>Standard 6: Planning and Instruction</p> <p>A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow preservice teachers to refine, extend, and apply their teaching skills.</p>	<p>The individual student's activity module</p>
<p>Standard 7: Learner Assessment</p> <p>A physical education teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity. Preservice teachers will explore the use of various forms of authentic and formal assessment to guide instruction, provide feedback to candidates, and to evaluate their teaching. Included within this exploration will be an analysis of the appropriateness of various assessments.</p>	<p>Week 4W, and the individual student's activity module</p>

TExES Certification Standards

Standard and relevant work	
1.2k Week 2 W – Week 4; all application modules	Movement patterns and forms and their components;
1.4k all application modules	Activities that promote development of locomotors, non-locomotors, body control, manipulative, and rhythmic skills;
1.5k all application modules	The appropriate sequencing of motor skills acquisition based on characteristics of learners;
1.6k Week 2 – Week 4; all application modules	How physical developmental changes influence motor skill acquisition and performance;
1.7k Week 2 – Week 4; application module Week 7M	Key elements combination of locomotors skills, demonstrations of agility and balance, dance steps and sequences, and movement sequences that combine traveling, rolling, balancing, and weight transfer; and
1.8k all application modules	Key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike).
1.2s all application modules	Use movement concepts and principles to develop students' motor skills;
1.3s all application modules	Demonstrate basic motor skills and movement patterns with competence;
1.4s all application modules	Provide developmentally appropriate learning experiences that enhance students' locomotors, non-locomotors, body control, manipulative, and rhythmic skills;
1.5s all application modules	Modify and adapt movement activities based on individual student needs; and
1.6s all application modules	Evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills.
2.2k Week 3 W	How various factors (e.g., rest, nutrition, tobacco, alcohol, and other drugs) affect physical performance and health;
2.3k all application modules	Principles and benefits of warm-up and cool-down exercise procedures;
2.5k Week 3 W	The benefits of an active lifestyle.
2.7s	Provide students with a variety of physical activities.
3.2k all application modules	Appropriate skills and strategies for managing student behavior;
3.4k Week 1 W	Personal and social benefits of participating in physical activities, games, dance, outdoor pursuits, and sports;
3.8k all application modules	How to organize and manage heterogeneous physical education classes to promote positive interactions and active engagement in learning for all students.
3.6s all application modules	Use effective techniques and monitoring strategies to promote on-task behavior; and
4.1k Week 1M – Week 4W	Characteristics and processes of physical, cognitive, social, and emotional development in children and their influence on learning;
4.3k Week 1M – Week 4W	Typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development;
4.1s Week 3 W	Analyze how developmental factors affect learning and consider these factors when making instructional decisions;
4.2s Week 4W	Assess developmental needs in all domains (i.e., physical, cognitive, social, emotional, in order to design and adapt instruction;
4.4s all application	Use contemporary physical education models and best practice guidelines to plan and

TExES Certification Standards

Standard and relevant work	
modules	implement learning opportunities that are appropriate to students' developmental needs and characteristics;
<i>5.4k</i> all application modules	That all students can develop motor skills successfully and enjoy physical activity.
<i>5.1</i> all application modules <i>s</i>	Select and implement developmentally appropriate instruction that is responsive to students' individual needs;
<i>5.4s</i> all application modules	Create and modify games and activities to ensure that all students have an equal opportunity to participate, learn to be successful, and enjoy physical activity.
<i>6.1k</i> all application modules; Week 14W	Short- and long-term instructional goals, including goals based upon the Texas Essential Knowledge and Skills (TEKS), for diverse students at different grade levels;
<i>6.3k</i> all application modules	Principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives;
<i>6.4k</i> all application modules	Strategies for integrating physical education concepts across the curriculum;
<i>6.1s</i> all application modules; Week 14W	Design and implement appropriate instruction that is based upon the Texas Essential Knowledge and Skills (TEKS);
<i>6.2s</i> all application modules	Design and implement appropriate instruction that is safe, achieves goals, and ensures student progress, motivation, and safety;
<i>6.3</i> all application modules <i>s</i>	Utilize appropriate teaching resources and curriculum materials for various purposes and objectives;
<i>6.4s</i> all application modules	Utilize appropriate instructional strategies based on students' developmental levels, learning needs, and program goals;
<i>6.5s</i> all application modules	Use demonstrations and explanations to link physical education concepts to students' experiences;
<i>6.6s</i> all application modules	Use and adapt activities, equipment, and movement space according to ages, learning styles, strengths, and experience levels of students;
<i>Standard VII</i> Week 4W; all application modules	The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.
<i>Standard X</i> all application modules (primarily safety in activities)	They physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

Tentative Lecture/Topic Schedule:

Theory			
1	8/25	T	Course Introduction and presentation of syllabi
	8/27	R	Chapter 1 Understanding Motor development - Overview
2	9/1	T	Chapter 2 Models of Human Development
	9/3	R	Chapter 2 Models of Human Development
3	9/8	T	Chapter 3 Motor Development: A theoretical model. Distribution of Application Materials
	9/10	R	Chapter 3 Motor Development: A theoretical model. Distribution of Application Materials
4	9/15	T	Chapter 4 Selected factors affecting motor development
	9/17	R	Chapter 8 Rudimentary Movements
5	9/22	T	Chapter 13 Perceptual Motor Skills + Exam Review
	9/24	R	Exam I
6	9/29	T	Chapter 13 Perceptual Motor Skills
	10/1	R	Chapter 22 Assessment
7	10/6	T	Chapter 22 Assessment (cont.)
	10/8	R	Chapter 11 and supplementary materials
APPLICATION			
8	10/13	T	Running
	10/15	R	Jumping
9	10/20	T	Hopping & Sliding
	10/22	R	Throwing and Catching
10	10/27	T	Body Control
	10/29	R	Exam II
11	11/3	T	Korfball
	11/5	R	Equipment Manipulation
12	11/10	T	Striking with body parts
	11/12	R	Striking with Bats
13	11/17	T	Striking Paddles and Racquets: Pickleball
	11/19	R	Soccer Exam Review
14	11/24	T	Exam III
	11/26	R	Thanksgiving
15	12/1	T	Professional Development
	12/3	R	Prof Development (ExCET and the TEKS,)
16	12/10	R	Final Week Interview 11 - 1:30 p.m.

Specific Course Requirements:

During the course of the semester there will be 3 exams. The Final Examination time will be reserved for exit interviews.

Activity module

It will be your responsibility to work with a small group of other students to develop an activity module which will be presented to the class and distributed to everyone in attendance at the end of that class period.

Portfolio

It is suggested that you develop a portfolio. Your portfolio could contain:

- Class notes
- Professional Development Materials (ExCET and TEKS)
- Each activity module presented in class. This should include your notations on the modifications/adaptations discussed in class.
- Other materials identified during class

Grade Calculation:

I. Examinations

Exam 1	Motor Development progression, Cognitive, Affective and Psychomotor theories	20 pts
Exam 2	Locomotor skills,. Perceptual Motor Development. Assessment.	20 pts
Exam 3	Object control skills, badminton, pickleball, floor hockey, Kicking skills, flag ball. Problem solving, modifications and adaptations	20 pts

II Assessment assignment (library video reviews) **10 pts**

III. Module development and instruction during the activity module **15 pts**

III Performance in activities for all class modules **15 pts**

Total **100 pts**

<u>Grading Scale:</u>	90-100	A
	80-89	B
	70-79	C
	60-69	D
	59 or less	F

Attendance: Roll will not be taken. However, students will be responsible for all materials presented in class.

Drop Policy: The University has adopted a uniform drop policy. The Last Drop Date for undergraduates will occur at a point two-thirds of the way through a given semester or session, which usually occurs at the end of the tenth week of classes. As usual, students are allowed to drop until 5:00 p.m. CST on that date. Undergraduate students who drop a course on or before the Last Drop Date will receive an automatic grade of “W” regardless of whether they have completed assignments or not.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Commitment to Diversity: In our commitment to the furthering of knowledge and fulfilling our educational mission, the College of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is 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." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

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 syllabi. 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. Classes are held as scheduled during this week and lectures and presentations may be given.

Librarian to Contact: Eric Frierson frierson@uta.edu,

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly. When emailing me please place KINE 3304 in the subject line for all correspondence relating to this class.

Make-up Exam Policy: Make-up exams will not be scheduled unless prior notification is given to the instructor. A missed exam will be graded as a 0.

Grade Grievance Policy: See University policy for grade grievances related to this class.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

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The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
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- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. 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 deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.