

**KINE 3388: Theory and Application in Motor Development  
Fall 2011**

**Instructor:** Priscila Caçola, Ph.D.

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**Office Hours:** by appointment

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**Course Location and Time:** SH 331, TR 12:30 – 1:50pm

**Library Course Guide:** <http://libguides.uta.edu/kine3388>

**Librarian:** Andy Herzog ([amherzog@uta.edu](mailto:amherzog@uta.edu))

**Graduate Assistant:** Ms. Amanda Martinez ([amandah@uta.edu](mailto:amandah@uta.edu))

**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.

**Student Learning Outcomes:**

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

\* **Key Course Assessment:** *Bruininks-Oseretsky Test of Motor Proficiency (BOT-2, 2005)*, (NASPE 1.2, 1.3, 1.5, 2.1, 2.3, 5.1, & 5.2)

**Required Text:** Gabbard, C. (2011). *Lifelong Motor Development* – 6<sup>th</sup> Edition. Publisher: Pearson.

### Assignments/ Grading Policy:

- ✓ Exam 1: 15%
- ✓ Exam 2: 15%
- ✓ Exam 3: 15%
- ✓ Final Exam: 20%
- ✓ Article review assignment: 10%
- ✓ “Think” Assignment (3): 5% each, 15% total
- ✓ Attendance (*penalty for more than 2 non-excused absences*), appropriate behavior, participation, and assistance with lab research: 10%

**Extra Credit:** The instructor will announce any extra credit if the opportunity arises.

\* To compute your grade, take the total points earned for a specific part of the evaluation (exams, etc.) divided by points possible and multiply the points allotted for that part of the course by the percentage of total point earned in that section. Do the same for each part of the course grade and add the parts together, that is your score out of 100%.

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F <60%

\* *Please note: **I do NOT discuss grades.** If you have feel that your grade does not reflect your performance, please put your reasoning **in writing** (explain the assignment, your responses and why you do not agree with your grade).*

There will be no make-ups for missed major exams, 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 exam and your situation will be considered for approval or denial. Without notification, your absence on exam day gives you a zero grade for the exam.

Unless you have a university excused absence, even with notification there is no guarantee that you will be allowed to make up the exam.

- You will need your UTA ID, a Scantron (882-E) and a #2 pencil for each of the major exams.
- Bring the minimum to class on exam days. You will leave all of your belongings outside of the room.
- No hats, head coverings, players or cell phones will be allowed on exam days.
- **Cheating is not allowed. Cheating will result in a zero grade for the exam.**

**Attendance Policy:** 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.). 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 lecture class. Remember: Poor planning on your part is not an emergency on my part.

Keep in mind that 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, organizing calendars or other inattentive activity.

*\* No video or audio recording allowed.*

*\* Have cell phones turned off and put up. No text messaging will be allowed.*

*\* No headphones with music players are allowed.*

**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://wweb.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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**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. According to the UT System Regents' Rule 50101, §2.2, "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."

*\* The Department of Kinesiology has zero-tolerance policy regarding dishonesty.*

**Student Support Services Available:** 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 contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication Policy:** 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 will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**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.

**E-culture policy:** You may email me at any time if you need information.

**Timeline for 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 catalog. The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal academic channels are 1) Department Chair, 2) Academic Dean, and 3) the Provost.

**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 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

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.

**FALL 2011 – KINE 3388  
TENTATIVE LECTURE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment due (before class)</b>
1	8/25	Syllabus/ Introduction	
2	8/30	Ch. 1 (Developmental Perspective)	Read Ch. 1 - text
2	9/01	Ch. 1 (Developmental Perspective)	
3	9/06	Ch. 2 (Heredity and Neurological Changes)	Read Ch. 2 - text
3	9/08	Ch. 3 (Physical Growth Changes)	Read Ch. 3 - text
4	9/13	Ch. 4 (Physiological Changes)	Read Ch. 4 - text
4	9/15	Andy Herzog – talk at 315A Library	
5	9/20	Ch. 5 (Factors affecting Growth and Development)	Read Ch. 5 - text
5	9/22	Review	
6	9/27	Test 1	
6	9/29	Ch. 6 (Perceptual Development)	Read Ch. 6 - text
7	10/04	Ch. 6 (Perceptual Development)	<u>Think About it 1</u>
7	10/06	Ch. 7 (Information Processing and Motor Control)	Read Ch. 7 - text
8	10/11	Ch. 7 (Information Processing and Motor Control)	
8	10/13	Ch. 7 (Information Processing and Motor Control)	Read Ch. 7 - text
9	10/18	Ch. 7 (Information Processing and Motor Control)	
9	10/20	Review	
10	10/25	Test 2	
10	10/27	Ch. 9 (MB during Early Childhood)	Read Ch. 9 - text <u>Think About it 2</u>
11	11/01	Ch. 9 (MB during Early Childhood)	
11	11/03	Ch. 10 (MB during later Childhood and Adolescence)	Read Ch. 10 - text
12	11/08	Ch. 12 (Assessment)	Read Ch. 12 - text
12	11/10	Ch. 12 (Assessment)	<u>Article Review</u>
13	11/15	Ch. 12 (Assessment)	
13	11/17	Ch. 12 (Assessment)	
14	11/22	Ch. 13 (Sociocultural Influences on Motor	Read Ch. 13 - text

		Development)	
14	11/24	Thanksgiving Holiday	
15	11/29	Review	<u>Think About it 3</u>
15	12/01	Test 3	
16	12/06	Final Exam Review	
16	12/08	Final Exam Review	
	TBA	FINAL EXAM	

### ASSIGNMENT DESCRIPTIONS:

#### **“Think about it” (5% each, x 3 = 15% of your grade)**

Every chapter has at least 3 “think about it” boxes that pose a question on a topic. You have to choose 1 box and develop an answer for that question (at least 2 pages, typed on font 12, 1,5 spacing) by using your knowledge from class, the textbook, and at least 1 research article (cite the source). Each box has to come from a different chapter.

There are 3 deadlines for the assignments: 9/22, 10/25, and 11/29. Each “Think about it” assignment is worth 5% of your grade.

#### **“Article review” (10% of your grade):**

Review 2 contemporary articles (2008 >) from “**scientific**” journals that focus on a *specific aspect of lifelong physical growth and motor behavior* related to your text.

- *Remember: All articles have to fall under a topic you choose (and can find in the textbook). Sometimes it takes some searches to decide what topic you want to study. My suggestion is for you to explore a topic you think it is interesting and you may need to be familiar with for your future career.*
- *The articles need to be empirical studies, in other words, there is an experiment being described. Literature reviews are great and may help you understand your topic better but CANNOT be used for this assignment.*

#### **Assignment Format:**

- Cover sheet
- Intro (purpose **of paper/selection of readings / relation to textbook** [topic / chapter(s)])
- Reviews (2)

*Begin with Title: source of information (journal, author, year, pages, etc.)*

*Brief summary of each piece of info (approx. 3 pages for each article):*

*Intent, Method, Results, Discussion, **Your critique** (please use headings)*

- Summary of two articles (key findings)
- Provide copies of abstracts (only, not full paper) – **from the website or pdf (DO NOT COPY IT ON A WORD FILE)**

**Basis for determining grade:**

Writing skills (spelling, grammar, etc.)  
Cover/Presentation  
Intro  
Review 1  
Review 2  
Summary

## Primary sources:

- Library Course Guide
- Do not purchase any article online – if full access is not available immediately through the library, you can **REQUEST** an article through the interlibrary loan system (<https://illiad.uta.edu/illiad/>)

**Resources:**

**Librarian:** Andy Herzog (Contact: 817-272-7517/ [amherzog@uta.edu](mailto:amherzog@uta.edu))

**Writing Center:** (Contact: 817-272-2601/ <http://www.uta.edu/owl/services.htm>)