KINES 3551: Application of Human Motor Development Across the Lifespan

Course Syllabus – Spring 2020

This syllabus serves as an outline and guide for the course. The instructor may modify it at any time so long as reasonable notice of the modification is provided. The instructor may also modify the General Course Outline at any time to accommodate the needs of a particular class. If you have any questions or concerns about the syllabus, please contact the instructor for clarification.

COURSE INFORMATION

LOCATION: Alfred Emery Building (AEB) 320
DATE/TIME: Tuesday and Thursday 12:25 p.m. – 1:45 p.m.
CREDITS: 3 credit hours
PREREQUISITES: KINES 2500 - Exploration of the Movement Sciences

INSTRUCTOR INFORMATION

NAME: Ryan D. Burns, Ph.D.
OFFICE: HPR-North Room 251
OFFICE HOURS: Tuesday and Thursday 10:00 a.m. – 11:00 a.m.
CELL and TXT (801) 695-5693
EMAIL: ryan.d.burns@utah.edu

TEXT


This text is available in the Campus Bookstore. It is also available in hard copy and as an ebook from amazon.com: https://www.amazon.com/Life-Motor-Development-Kathleen-Haywood/dp/1450456995

ADDITIONAL READINGS

Pertinent journal articles for review and other readings will be placed online.
COURSE DESCRIPTION

A common theme among kinesiology sub-disciplines is human movement. Understanding lifelong human development as it relates to the motor, affective and cognitive domains is critical for kinesiology professionals. A major goal of the course will be to understand developmental appropriateness of human movement.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course you will be able to:

• Describe major terms, concepts, and theories in lifespan motor development.
• Describe physiological development and, in particular, neural development.
• Apply a constraints-based framework when explaining motor behavior in both childhood and adulthood.
• Identify and define the critical elements of fundamental motor patterns.
• Explain the reciprocal connections between physiology and psychology during aging. That is, changes in physiology can affect our capability for different behaviors, but at the same time, engaging in certain behaviors affects our physiology.

TEACHING and LEARNING METHODS

This class will use readings, reflection, discussion, online resources, written assignments and interactive blended instruction (in-person, online) to deliver content. This course will emphasize the application of content to undergraduate study using different in-class and online tools, approaches, and resources. Peer-reviewed research articles will be extensively used to facilitate learning and understanding of course content and to develop critical thinking skills.

COURSE ASSIGNMENTS

The assignments developed to support and assess the course objectives listed above include: major exams, in-class quizzes, homework assignments, and a semester research project. These assignments are described below. Detailed explanations and grading rubrics for each assignment will be presented in class and posted on the Canvas website. Many of the assignments provided in this class will have a research focus pertaining to the topic of motor development within specific populations of individuals. Through these assignments, you will be asked to identify motor development research problems, critically evaluate quantitative and qualitative data presented in research manuscripts, and conduct and present findings of an original research project.

Major Exams: There will be 3 major exams that cover a respective course section’s content. The major exams are not cumulative. Each major exam will be 100 points each and will be delivered during a normal class time. Exams will consist of multiple choice, short answer, matching, and essay. Students will have the entire class time to complete each major exam.
Quizzes: There will be 10 quizzes that cover the class content during the semester. Each quiz will cover the previous week’s content. These quizzes will be delivered in multiple-choice and short answer format during the beginning of class on Tuesday’s. The quizzes will be worth 20 points each. Students will have approximately 20 minutes to complete each quiz administered at the beginning of a respective Tuesday class. We will grade each quiz during class time and the questions and answers can facilitate review and discussion of content. The lowest quiz grade will be dropped and will be replaced with a 20/20 at the end of the semester.

Homework Assignments: Homework assignments will be assigned in-class following each Thursday lecture and students will be given the opportunity to complete the assignment in-class. The instructor will be available to assist students and it is encouraged that students work with each other to complete the assignment. If not completed in-class, the student may complete the assignment out-of-class. Students will be given 20-30 minutes to complete the assignment and we will cover the answers immediately after. Each homework assignment is due the following Tuesday before 12:25 pm and each assignment is required to be submitted online in CANVAS (electronic submission).

Research Project (Group Assignment): Working in groups of 3-4, you will devise and implement a motor development program for either 1 individual or a group of individuals over a period of no more than 4 weeks. You will derive a research problem, state the purpose of the project, and provide testable hypotheses. To test effectiveness of the motor development program, you will collect performance variables before and after the program. You will present the findings of the intervention study orally (15-minute presentation) and on paper (10-page document). Each submitted document should have an Introduction, Methods, Results and Discussion section. Because this is a group research project, different members of the research team can have different responsibilities (e.g., data collection, data analysis, oral presentation, writing, editing, etc.) within the project but all group members will receive the same grade.

GRADING

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Total 1,000 points
COURSE POLICIES

Cell Phones in Class: Please silence all cell phones prior to the beginning of class. If you must take a call during class time, immediately leave the room so as not to disturb the other students.

Late Assignments and Make-Ups for Missed Assignments/Exams: Make-ups for missed assignments and exams will only be allowed under the following conditions:

- Athletic or other University-Sponsored Absences
  - Students must provide travel dates and times via a signed memo from the University-sponsored group no more than one week prior to the dates of travel.

- Military, State, or Federal Service
  - Students must provide military orders or other documentation of government service prior to absentee dates.

- Illness
  - The instructor must be notified of the illness prior to the scheduled assessment or as soon as possible thereafter.
  - Additional language to consider if you want students to provide documentation: Students must provide a valid medical excuse signed and dated by a health care provider.

- Other Extenuating Circumstances
  - In all other circumstances, it will be the prerogative of the instructor whether or not a student will be allowed to make-up an assessment. In any case, authentic documentation will be required.

- Vacations are not extenuating circumstances.

- Technology failures are not extenuating circumstances. If you are traveling and you know that you have an assignment or exam due on canvas or via email, it is your responsibility to ensure you have internet connection to submit the assignment correctly and on time.

- Assignment and exam makeups will be offered 1 week before/after the scheduled due date.
- Students who miss class altogether or in part are expected to get updates from a classmate on the material that was missed. After having spoken with a classmate, the student may then contact a TA or the instructor for additional information. The instructor is not required to “make-up” missed information with the student.

TRACKING GRADES and GRADING POLICY

Students are responsible for tracking their own grades throughout the term and for knowing the registration, drop and withdrawal dates for the semester. Course letter grades will be based on cumulative scores from assignments, quizzes, and exams. Once the assigned work is completed and grades are submitted, they can only be changed if the instructor has made a mathematical or recording error. The instructor will not assign additional work to individuals after the fact to improve a grade. Letter grades are not negotiable.
COMMUNICATION

Announcements: The announcement feature in Canvas will be used to broadcast messages intended for everyone enrolled in the course. You should check for new announcements on a regular basis and whenever you log in to Canvas.

Discussions: The discussion board feature in Canvas will be used for online discussions about specific topics; as a place to post questions and answers among students and faculty; and as a place for students to communicate with each other.

Email: Please use Canvas email to communicate with the instructor about this course. Other email clients may be used whenever Canvas is not operational on campus or if the topic is not related to the class. Use email (not the discussion board) if a message is private in nature. Check your email frequently since this is the primary means of direct communication. Students should check for new email on a regular basis and whenever they log in to Canvas.

Responses from the instructor: Unless otherwise noted you may expect a response from the instructor within 48 hours.

ONLINE GUIDELINES

There are unique responsibilities that come with participating in a course with an online component.

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums. Equipment failures will not be an acceptable excuse for late or absent assignments.

Classroom equivalency: Online communications, including e-mail, discussion threads, and chat rooms are equivalent to communication in a physical classroom and are subject to the Student Code of Conduct. Specifically:

- Posting photos or comments that would be off-topic or offensive in a classroom are also off-topic in an online discussion thread.
- Off-color language (swearing) is never appropriate.
- Using angry or abusive language is called "flaming", and is not acceptable.
- Do not use ALL CAPS, except for titles, because it is the equivalent of shouting online. Avoid overuse of certain punctuation marks such as exclamation points (!!!!!) and question marks (?????). Multiple punctuation marks used occasionally for emphasis is acceptable.
- Online communications, including e-mail in Canvas, are University property and subject to GRAMA regulations. Privacy regarding communication in Canvas must not be assumed unless mutually agreed upon in advance.

As with assignments, the instructor will respond to email in a reasonable amount of time (usually with 48 hours). Use the Canvas email address as the preferred means of communication.
TECHNOLOGY REQUIREMENTS AND ASSISTANCE

The following Online course guidelines apply:

- It is your responsibility to maintain your computer and related equipment in order to participate in the online component of this course.
- Equipment failures will not be an acceptable excuse for late or absent assignments.
- You are responsible for making sure your assignments, including attachments, are received before the deadline.
- You are responsible for submitting assignments with the required naming convention, correct file extension, and using the software type and version required for the assignment.
- Your instructor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

Resources for technology related questions include:

UOnline: https://uonline.utah.edu/
Email: uonline-admin@lists.utah.edu
Phone: (801) 585-5959

TLT (Teaching and Learning Technologies): http://tlt.utah.edu/
Email: webct-admin@lists.utah.edu
Phone: (801) 585-0536

Turning Technologies: http://www.turningtechnologies.com/
Email: support@turningtechnologies.com
Phone: (866) 746-3015

STATEMENT ON ACADEMIC HONESTY

Cheating will not be tolerated. Any evidence of cheating will be fully investigated and the maximum penalty will be applied under the circumstances. The Code of Student Rights and Responsibilities specifies students’ rights and consequences of conduct involving cheating, plagiarism, collusion, fraud, theft, etc.

Wherever the ideas or words of others appear in your work they must be properly cited. Failure to make clear the sources of any outside material that you incorporate in your work constitutes plagiarism and is against University policy.

FACULTY AND STUDENT RESPONSIBILITIES

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Section II of the Code. The Code also specifies proscribed conduct
(Section III) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content.”

“According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“[Faculty]…must strive in the classroom to maintain a climate conducive to thinking and learning.” [http://regulations.utah.edu/academics/6-316.php](http://regulations.utah.edu/academics/6-316.php)

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)

UNIVERSITY POLICIES

**The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access ([http://disability.utah.edu/](http://disability.utah.edu/); 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA. Accommodations can only be made once the student has gone through the application and assessment process and the staff have indicated that an accommodation is warranted.

**Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

**The Code of Student Rights and Responsibilities.** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php).

**Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, [http://wellness.utah.edu/](http://wellness.utah.edu/); 801-581-7776.
Drop/Withdrawal. The last day to drop (delete) classes is Friday, January 17; the last day to withdraw from this class is Friday, March 6. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student’s responsibility.

Campus Safety. “The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.”

UNIVERSITY RESOURCES

Veterans Center. If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center. If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

The Center for Disability and Access. The Center for Disability and Access provides accommodations and services to students at the University of Utah whose condition significantly impacts their ability to function in the academic setting. Specific accommodations that are available to students depend on the documentation of the disability, the essential elements of the course, and the functional limitations created by the student’s disability. In order to qualify for accommodation, students must schedule an appointment with CDA. More information about accommodations and services as well as how to qualify for services can be found on their website: https://disability.utah.edu
# Tentative Class Schedule

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<th>Topic</th>
<th>Assignment</th>
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<td>Welcome and Introduction to the Class</td>
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<td>Chapter 3: Principles of motion and stability</td>
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<td>Chapter 8: Development of ballistic skills</td>
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