

EXSC 302-02: Motor Development Across the Lifespan
Dr. Kelly
California Lutheran University – Fall 2013

Meeting Days	Mon., Wed., & Fri.	Meeting Time:	2:15 – 3:05pm
Class Location	GSFC 253	Semester, Yr:	Fall 2013
My Office	GSFC 238	Office Hours	M, W, 12:00-1:00pm T/Th, 2:15 - 3:15pm F, 11:25 – 12:25pm
Email Address:	lakelly@callutheran.edu	Phone:	(805) 493- 3547
Course Textbook*:	<i>Lifelong Motor Development</i> (6 th Edition). Author: Carl P. Gabbard ISBN: 978-0-321-73494-5 * Additional reading materials for this course will be posted on Blackboard..		
Prerequisite:	n/a		

Course Description

Motor skills or movement skills provide much of the means of human interaction with the environment. This course studies the interaction of motor skills and the environment through birth, infancy, childhood, adolescence, adulthood, middle adulthood and old age. The emphasis of this course will be on recognition and analysis of the sequence of skill landmarks throughout the lifespan.

The following **CLU Educational Objectives** are addressed in this course:

1. Development of Critical Thinking Skills
2. Field Specific Knowledge and Experience are enhanced through intensive study of the course content (*Professional Preparation*)
3. Interpersonal and Teamwork Skills are advanced through classroom activities and the course project
4. Information Literacy is addressed as part of the course project
5. Communication Skills are developed during the course project
6. Character and Leadership Development

Course Objectives:

At the conclusion of this course, the student should be able to:

- Describe and discuss the primary determinants and major assumptions of motor development and human behavior
- Discuss process of research in the study of life span development
- Identify and describe major theoretical views on human development
- Outline basic structure of CNS, PNS, neuron, and motor unit and describe functions
- Outline and describe changes in CNS from conception to older adult
- Describe life span physical growth
- Explain significant events in prenatal and pubescent periods
- Identify major changes in body proportions during normal growth and development
- Describe ways of estimating and measuring physical maturity and variations.
- Discuss implications for variations in motor performance and maturity levels
- Describe basic structure and functions of the cardiorespiratory system
- Identify developmental changes occurring prior to puberty
- Distinguish between aerobic and anaerobic power and describe developmental changes.
- List changes that occur over time in heart rate, cardiac output, stroke volume, vital capacity, and pulmonary ventilation.
- Identify significant differences between children and adults in thermoregulation.
- Describe effects of advanced aging on physiologic functions
- Describe maternal factors affecting prenatal development
- Discuss role of nutrition on postnatal development
- Identify effects of postnatal physical activity on growth, development, and motor performance.
- Describe visual processes and life span changes
- Discuss developmental changes of auditory perception.
- Describe function and development of attention
- Discuss function and development of memory
- Discuss biodynamic associated with motor control
- Describe effects of aging on aspects of information processing.
- Describe development of spontaneous movements (stereotypes)
- Outline milestones of postural control and rudimentary locomotion
- Describe characteristics involve in manual control during first two years of life
- Discuss theoretical views related to motor asymmetries
- Regarding later childhood and adolescence (7–18 years):
 - Provide an overview of developmental milestones
 - Discuss bases for quantitative motor performance changes
 - Discuss influence of physical activity and sport participation on motor skill refinement.
- Regarding motor behavior in the adult years:
 - Provide overview of motor behavior
 - Describe biological theories of advanced aging
- Related to motor assessment:
 - Discuss scope of motor assessment
 - List and define terms related to motor assessment.
 - Describe purposes of motor assessment
 - Identify considerations for selecting an assessment instrument
- Discuss importance of socialization to motor development

Class Format

Class meetings will consist of traditional lectures, interactive lectures, problem based learning activities, experiential learning activities, laboratory experience, discussions, guest speakers and service learning project. These teaching styles are designed to facilitate your learning, but in order to do so YOU must be an active participant.

Departmental Policies and Expectations

This course will address your intellectual and your professional development. Professional development encompasses punctuality, courtesy and conduct, and appropriate attire for the situation. Cellular phones and other electronic devices can be distracting if used inappropriately. During regularly scheduled classes turn cell phones should be turned **OFF** and iPods, and other electronic devices should be placed in your backpack or under your desk. If your cell phone disturbs any part of the class session, you will be asked to leave class and lose any resulting points associated with the session on that day. Talking in class disrupts the professor and other students and may impede their learning experience. Therefore, talking in class will not be tolerated, you may be asked to leave class and lose any resulting points associated with the session on that day. Side conversations are inappropriate. Again, punctuality is expected, you are expected to arrive to class on time and to remain in class.

The United States Department of Education is mandating that all college classes meet for a specified amount of time, and that they have consistent expectations for student work outside of class. Our accrediting body (WASC) is mandated to monitor this and we must meet these expectations to maintain our accreditation. The expectation is:

- For every credit, a class will meet the equivalent of one hour (defined as 50 minutes) in class each week, and students will work 2 hours outside of class each week, over a 15 week semester
- For this three-credit class, the class will meet for 150 minutes (2 ½ hours) per week for 15 weeks, and students should expect to work 6 hours each week outside of the class

Course Policies

Course Evaluations Statement: All course evaluations are conducted online, and are completely confidential. Your feedback is very important to me. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

Academic Honesty: The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior, which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Accommodating Disability: California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator, Wendy Perkins, for the facilitation and verification of need. The Accessibility Resource Coordinator is located in the Center for Academic and Accessibility Resources (CAAR) Office in the Pederson Administration building, and can be contacted by calling 805.493.3878 or emailing wperkins@callutheran.edu

Attendance: Student participation, including attendance, is essential for effective learning. Students are expected to attend each meeting of the class, coming to class on time and prepared to discuss course materials and assignments. In class assignment credit will only be given to students in attendance on the day of the assignments. Assignments may not pre-announced and scheduled randomly throughout the semester. Therefore, it is imperative to attend all class sessions and remain for the entire class period in order to successfully complete the course.

Exams: There will be two (2) in-class exams and a final cumulative exam as part of this course. Exams will be conducted using Blackboard, unless otherwise instructed. Students who complete all the reading assignments, attend all lectures, devote at least two hours per week to group and independent study, and seek the help of classmates and/or the instructor should be well prepared for the quizzes and the final exams.. In order to be successful in this class, a minimum of 10 hours of study each week is recommended. If you are experiencing difficulty with any of the material covered in class, please do not hesitate to ask for help as soon as you begin experiencing difficulty. It is vital that you address any problems early

Cellular Phones and Other Electronic Devices During Exams: During quizzes, test, or other examination activities cell phones and other electronic devices must be turned off and stored in your backpack, under your desk, or in the front of the classroom. Failure to follow these instructions will result in you: (a) being asked to leave the classroom, and/or (b) receiving a “zero” on the activity (test, etc.) of the day.

Summary of Assessments

<u>Point Breakdown</u>	<u>% of Total</u>
Two (2) In-class exams	20%
Assignments & lab reports	25%
Service Learning Project	25%
Final cumulative examinations	30%
Total Possible	100%

Grading descriptions

Professor will evaluate student performance on the following grading standards:

- A = Outstanding or exceptional work. Mastery of course concepts, tools, and techniques, plus a solid understanding of implications, applications, or interrelationships for the course. Ability to apply and express that understanding with meaningful language – oral and/or written.
- B = Very good work. Solid understanding of course concepts, tools and techniques, plus a knowledge of/or awareness of implications, applications, or interrelationships, as may be appropriate for the course. Capability to converse effectively in the terminology of the course.
- C = Good or satisfactory work. Knowledge of course fundamentals. Basic understanding or awareness of finer points of course and disciplines. Meets normal expectation of course output criteria.
- D = Poor work. Barely grasps the essentials of the course with little or no understanding of the finer course output goals.
- F = Unacceptable work. Unable to communicate an understanding of the basic concepts, tools or techniques of the course. A failure to measure up to the basic course output goals.

Grading Scale

A	>92.5	A-	89.5 – 92.4	B+	86.5 – 89.4
B	82.5 – 86.4	B-	79.5 – 82.4	C+	76.5 – 79.4
C	72.5 – 76.4	C-	69.5 – 72.4	D+	66.5 – 69.4
D	62.5 – 66.4	D-	59.5 – 62.4	F	< 59.5

The dates for each of the exams in this course have been listed in the course schedule on page 6 of this syllabus. The following circumstances are the only reasons that will be accepted for the giving of either an early exam or a make up exam:

- CLU athlete participating in a University-sanctioned athletic event (prior notice required)
- Medical emergency or serious illness
- Funeral attendance
- Automobile accident
- Religious observance (prior notice required)

The student must provide documentation in order to be given an early exam, a make up exam, or an extension of the due date for an assignment.

Assignments are due at the **beginning of class, and will only be accepted if they are attached to blackboard**. It is your responsibility to know when assignments have been made. An assignment that is turned in late will not be accepted, and the grade will be zero for that assignment. If for some reason you will not be able to attend the class when an assignment is due, it is up to you to turn in the assignment at any time **before** the due date. I will not accept assignments handed to me or via e-mail, so please do yourself a favor and attach to Blackboard.

EXSC 302 Course Outline

This outline is a tentative schedule of topics that we will cover. We will follow this outline fairly closely and I will make sure to let you know if we are lagging behind or if we are zipping ahead. The material covered by each exam will not change. Exam dates will NOT be changed unless at least one week's notice has been given during class.

Week #	In-class Review:
Week 1	Syllabus, Introduction
	Ch. 1 – Introduction to the Developmental...
Week 2	Finish Ch. 1 – Introduction to the Dev...
	Ch. 2 – Heredity and Neurological Changes
Week 3	Ch. 2 continued – Heredity and Neurological...
	Finish Ch. 2 – Heredity and Neurological....
	Ch. 3 – Physical Growth Changes
Week 4	Ch. 3 Continued – Physical Growth Changes
	Ch. 3 Continued – Physical Growth Changes
	Finish Ch. 3 – Physical Growth Changes
Week 5	Exam #1 – Ch. 1-3
	Ch. 4 – Physiological Changes
	Fall Holiday – No Classes
Week 6	Finish Ch. 4 – Physiological Changes
	Ch. 5 Factors Affecting Growth...
	Finish Ch. 5 – Factors Affecting Growth...
Week 7	Ch. 6 – Perceptual Development
	Ch. 6 continued – Perceptual Development
	SWACSM – No class
Week 8	Finish Ch. 6 – Perceptual Development
	Ch. 7 – Information Processing and Motor...
	Ch. 7 continued – Information Processing.. & Midterm Evaluation
Week 9	Finish Ch. 7 – Information Processing...
	Ch. 8 Early Movement Behavior
	Finish Ch. 8 – Early Movement Behavior
Week 10	Ch. 9 – Motor Behavior During Early Childhood
	Ch. 9 continued - Motor Behavior During Early...
	Ch. 9 continued – Motor Behavior During...
Week 11	Ch. 9 continued – Motor Behavior During...
Week 12	Ch. 10 – Motor Behavior. Later Childhood
	Finish Ch. 10 – Motor Behavior. Later.
	Exam #2 – Ch. 7-9
Week 13	Ch. 11- Motor Behavior in the Adult Years
	Ch. 11 continued – Behavior in the Adult Years
	Finish Ch. 11 continued – Behavior in the Adult Years
Week 14	Ch. 13 – Sociocultural Influences
	No Class (Thanksgiving Holiday)
	No Class (Thanksgiving Holiday)
Week 15	Ch. 13 – Sociocultural Influences
	Ch. 13 – Sociocultural Influences
	Finish Ch. 13 – Sociocultural Influences... & Course Evaluation
Week 16	Oral Presentations
	Oral Presentations
	Oral Presentations
FINAL	Cumulative Final Examination – 12/18/2013 @1:30 -3:30 AM; Location Gilbert 253

Important Dates:

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| ▪ First day of classes | September 4 th , 2013 |
| ▪ Last day to drop/add a course | September 18 th , 2013 |
| ▪ SWACSM abstract submission | September 13 th , 2013 |
| ▪ Fall Holiday | October 4 th , 2013 |
| ▪ Homecoming/Family Weekend | October 18-20 th , 2013 |
| ▪ SWACSM conference | October 18 th -19 th 2013 |
| ▪ AACU conference | October 31 st to Nov 2 nd 2013 |
| ▪ Last day to Withdraw, File Pass/NC grade,
Make up incomplete from Spring 2012 | November 8 th , 2013 |
| Reading day (No Classes) | November 27 st 2013 |
| ▪ Thanksgiving Holiday (No Classes) | November 28 th , 2013 |
| ▪ Classes resume (7.30am) | December 2 nd , 2013 |
| ▪ Last day of scheduled classes | December 13 th , 2013 |
| ▪ Final Examination | December 18 th 2013 |
| ▪ Grades Due by 8:00AM | January 6 th , 2013 |

EXSC 302 Motor Development Service-based learning and Paper Requirements:

Fundamental Movement Skills

Group Project

You will be assigned to a team to increase fundamental movement skills. Your team is specifically concerned with tobacco smoking in the preschool aged children 3-5 years. You will be working with children from one of two preschools: CLU preschool or Horizon Hills Preschool. Both of these schools are located close to the CLU campus. This service-based learning project will require a minimum of four hours a week. The product you produce will be used to educate teachers and parents from both schools.

As a team, you must design a “product” that will increase fundamental movement skills in the young child. The “product” may take the form of a promotional video, an educational game, pamphlets, or any other methodology that is appropriate for the target group designated. In designing your “product,” be careful to consider the following points:

Your choice of product and the actual design of the “product” must be based upon the **evidence-based research** collected from professional sources. A minimum of ten (10) professional sources is required, this does not mean that you stop reading and adding sources once you’ve reached 10. .

Your “product” design and methodology must be appropriate for the age group targeted. You need to consider the age, socioeconomic and cultural background of your target population as you design the “product.”

Paper Requirements

A separate paper from each participant in the group is also required. The paper must be in APA format. The paper must include the following sections.

Part A: Literature review is required. The literature review must include:

- a. A discussion of the concern you are addressing.
- b. Interventions used in the past and the present along with the evidence based research used to assess the intervention efficacy.
- c. A discussion of the health promotion models and strategies used to promote FMS for your target population and problem. Again, you need to research the studies already done in the area to promote health and / or to deter negative health habits for your targeted problem area.
- d. A summary that brings together the sections noted above and provides an introduction for rationale portion of the paper.

Part B: A description of the group project along with your own individual contribution to the group project.

Part C: The justification and rationale for the project is presented in this section of the paper. Here you must explain how your “product” meets the objectives stated for health style promotion for the population you have targeted and how the theories of health promotion apply to your “product.”

Part D: A conclusion that describes what you have learned from the project.

Part E: A reference section listing your professional sources.

Your project and paper will be judged on the following criteria:

1. Comprehensiveness and accuracy of the literature review.
2. Appropriateness of the project for the target group.
3. Novelty of the project
4. The general appeal of the project for the target group.
5. The comprehensiveness and accuracy of the application of the health promotion theories to your “product.”
6. The clarity of your oral presentation.
7. Paper in APA style.

The quality of your written paper. Quality is measured by the number of grammatical and spelling errors as well as the organization and transitional flow of the paper.