



EXS225 Motor Development (3 credit hours) Course Syllabus

Course Description

Students in this course will learn the processes and mechanisms underlying the development of motor skills from birth to adulthood. The study of neurological, physiological, intellectual, social, and emotional factors that influence gross and fine movement activities will be included in this course.

Course Learning Outcomes

By the end of this course, you will be able to:

1. To define and discuss key terms, concepts, and theories related to motor development.
2. To analyze and discuss how the various constraints that surrounds motor development contribute to the resulting physical, perceptual, and functional human development.
3. To recognize atypical development and milestones related to the various stages of motor development across the lifespan.
4. To identify the relationship between the appearance and integration of specific reflexes and other pre adaptive behaviors to the appearance of voluntary movement.
5. To describe the qualitative as well as quantitative changes that occur in the fundamental motor skills (walking, running, jumping, hopping, throwing, kicking, catching, and striking).
6. To identify and evaluate appropriate tests of motor development and discuss issues surrounding assessment from a developmental perspective.

Required Textbook(s) and Resources

For this course you will need to obtain the following materials:

Haywood, K. & Getchell, N. (2020). *Life span motor development*. (7th ed.). Human Kinetics. ISBN: 97814925-66908.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You

might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course includes opportunities to engage with your classmates and instructor through discussion forums, but also gives you numerous opportunities for practical applications of key course concepts, including case studies, an interview, and observations of movement as it happens.

Grading

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (30)	Discussions Activity 2.1 (30)	Discussions Activity 3.1 (30)	Discussions Activity 4.1 (30)	Discussions Activity 5.1 (30)	Discussions Activity 6.1 (30)	Discussions -	180
Assignments Activity 1.3 (60) Activity 1.4 (40)	Assignments Activity 2.2 (65) Activity 2.3 (40)	Assignments Activity 3.2 (65) Activity 3.3 (60)	Assignments Activity 4.2 (65) Activity 4.3 (40)	Assignments Activity 5.2 (60) Activity 5.3 (40)	Assignments Activity 6.2 (65) Activity 6.3 (40)	Assignments Activity 7.1 (70) Activity 7.2 (65) Activity 7.3 (45)	820
130	135	155	135	130	135	180	1000

Grading Scale

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

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Introduction (Forum) - Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 1: Introduction to Motor Development</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Introduction (Forum) - Introduction Responses <input type="checkbox"/> WED: Activity 1.2 – Fundamental Concepts of Motor Development (Newell’s Model of Constraints) <input type="checkbox"/> SAT: Discussion Responses <input type="checkbox"/> SUN: Activity 1.3 – PowerPoint Presentation: Principles of Motion and Ecological Perspective <input type="checkbox"/> SUN: Activity 1.4 – Review Questions: Chapters 1, 2, 3
<p>Week 2: Development of Motor Skills Across the Life Span</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1 – Ballistic and Manipulative Skills <input type="checkbox"/> SAT: Discussion Responses <input type="checkbox"/> SUN: Activity 2.2 – Influence of Aging and Certain Disabilities on Walking <input type="checkbox"/> SUN: Activity 2.3 – Review Questions: Chapters 4, 5, 6, 7
<p>Week 3: Physical Growth and Aging</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1 – Changes in Structural Constraints due to Growth and Aging of Body Systems <input type="checkbox"/> SAT: Discussion Responses <input type="checkbox"/> SUN: Activity 3.2 – System Changes in Older Adults (Interview) <input type="checkbox"/> SUN: Activity 3.3 – Injuries in Youth Sports: Exploration and Guidelines
<p>Week 4: Development of Physical Fitness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1 – The Importance of Physical Fitness Through the Lifespan <input type="checkbox"/> SAT: Discussion Responses <input type="checkbox"/> SUN: Activity 4.2 – Application Activity: Skill and Activity Level <input type="checkbox"/> SUN: Activity 4.3 – Review Questions: Chapters 8, 9, 10, 11, 12

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 5: Perceptual-Motor Development	<input type="checkbox"/> WED: Activity 5.1 – Limited Sensation Reflection <input type="checkbox"/> SAT: Discussion Responses <input type="checkbox"/> SUN: Activity 5.2 – Presentation: Sensory-Perceptual Systems <input type="checkbox"/> SUN: Activity 5.3 – Review Questions: Chapters 13 and 14
Week 6: Functional Constraints in Motor Development (Part I)	<input type="checkbox"/> WED: Activity 6.1 – Observing Sociocultural Constraints <input type="checkbox"/> SAT: Discussion Responses <input type="checkbox"/> SUN: Activity 6.2 – Observing Sociocultural Constraints <input type="checkbox"/> SUN: Activity 6.3 – Review Questions: Chapters 15 and 16
Week 7: Functional Constraints in Motor Development (Part 2)	<input type="checkbox"/> WED: Activity 7.1 – Case Studies on Interacting Constraints <input type="checkbox"/> SUN: Activity 7.2 – Examining Constraints <input type="checkbox"/> SUN: Activity 7.3 – Review Questions: Chapters 17 and 18

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.