I. COURSE DESCRIPTION: A constraints based approach to the study of the fundamental principles related to human motor development and the scientific principles related to motor learning.

II. RATIONALE: This course emphasizes the understanding of how the human being develops motorically and how professionals in the field should utilize this understanding to serve the respective client throughout the lifespan.

III. COURSE OBJECTIVES and OUTCOMES
This course is designed to enable students to:
1. Demonstrate an understanding of the principles of human motor development from birth to death and be able to pursue research-based inquiry to support this.
2. Demonstrate an understanding of the scientific principles related to motor learning and use these in field based inquiry in the pursuit of practical strategies to community-based motor development.
3. To acquire the expertise to employ and evaluate validated instruments in the area of constraints analysis and affordances.
4. To produce and present a piece of relevant research from an individual case study and shape into both an article and a presentation. Its application should return to your own field of interest.
IV. ALIGNED ASSESSMENTS

1. Written exam (100 points) which covers theoretical perspectives through the developmental continuum of lifelong motor development and is supported with contemporary research.

2. Practical service oriented experience (100 points) in the community to provide new approaches to motor wellness maintenance (program design for target population; 60 points). Program design in report style paper submission. In-field commitment & observations (sign off & reflection paper; 40 points).

3. Practical examination to evaluate how you use instrumentation in testing scenarios. Debrief viva following client-based field assessment. Present with your testing approach, protocol and follow up plan. (100 points).

4. Case study report (80 points) & summarizing power point presentation (20 points).

5. Research paper (scientific method; APA) will support this case study endeavor (100 points). Five articles self-selected across the semester should support project and drive direction. These articles must be submitted together with written summaries for each and a rationale as to how this work relates to your study. Each of the five articles must be submitted with the contributory research and articles which led to the specified publication. You must therefore research the driving articles cited in your selected article and explicitly denote their respective contributions to the investigation. The articles must be theoretically aligned with your chosen direction.

To support Assessment 1, the articles covered in class ought to be summarized and used during weekly discussions.

To assist with Assessment 2 you need to select a population of interest (early childhood, adolescence, adulthood, regression; of any degree of physical and/or cognitive ability) and find a venue for your observation and program (such as a rehabilitation clinic, an elementary school physical education class, a senior center, a health related fitness facility, an elite performance center and so on).

To assist with Assessment 3, you need to become au fait with how to use the instruments introduced in class and be averse in how to use them with populations across the community- with full ability, lesser ability and regressive dynamics. You may use additional instrumentation which you apply to your specific population of interest.

To assist with Assessment 4, select a stage in the lifespan continuum which is of particular interest to you. Research the expectations of motor development at that phase and then provide a framework of study for your selected point of interest. Use available research to support, counter and further your suppositions. Select your case study and appropriate instrumentation. Use the temporal framework for student article submissions across semester (article choices are negotiable as determined by area of application). By week 10 you should have all papers required for paper completed.
Please see class temporal plan and use as guide to build your assessments.

V. GRADING SYSTEM
GRADES are awarded according to the EARNED percentage of the FINAL MAXIMUM POINT TOTAL. The following scale will be utilized:

- A (Excellent) = 92 - 100%
- B (Good) = 85 - 91%
- C (Average) = 80 - 84%
- D (Passing) = 70 - 79%
- F (Failure, work not passed) = < 69%

VI. COURSE TOPICS
The major topics to be considered are:
- Motor development and deterioration throughout a lifetime
- Theoretical perspectives of motor development
- Sports performance through the development continuum
- Constraints and affordances
- Research

VI. INSTRUCTIONAL METHODS and ACTIVITIES
A. Traditional Experiences: lectures, discussions, demonstrations, videos
B. Clinical Experiences: simulations; cooperative group activities; student demonstrations and presentations; guided discovery activities; lab exercises; observations; wellness program design for community; affordance training for early childhood; case studies (wellness & affordances), program design following observation and information gathering period.

<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Educational Focus</th>
<th>Work Due by this WEEK (Reading &amp;/or submissions)</th>
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| Week 1         | Periods of Life span development | • Bring Text and articles for discussion  
 |                 | Class Introduction, Syllabus, Discussion, Expectations  
 |                 | Exit summary link to own field  
 |                 | Lab visit  
 |                 | ECDC visit (own time)  
 |                 | Familiarization activities  
 |                 | Motor learning review  
| Week 2         | Hereditary and neurological changes | • Reading: Chapter 1 &2  
 |                 | Biological growth  
 |                 | Design letter to inform study  
 |                 | Article A (General & or MABC-2)  
 |                 | Student article 1  

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<th>Week</th>
<th>Activity</th>
<th>Notes</th>
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<td>3</td>
<td><strong>Physical Growth changes</strong>&lt;br&gt;Self Profile creation—dress in sports/casual wear&lt;br&gt;Wellness Evaluation&lt;br&gt;LAB—Group observation&lt;br&gt;Video use</td>
<td>• Reading Chapter 3&amp;4&lt;br&gt;• Create written consent (parent, teacher) and assent (minor), or consent from individual for selected observations, case study &amp; field work&lt;br&gt;• Article B (MABC-2)&lt;br&gt;• Student article 2 (lifespan stage of interest)</td>
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<td>4</td>
<td><strong>Physiological changes with Aging</strong>&lt;br&gt;Clinic creation—how to offset the decline&lt;br&gt;LAB—Group observation&lt;br&gt;Instrumentation:&lt;br&gt;Movement assessment battery for children—Second edition&lt;br&gt;Factors affecting growth and development; prenatal and postnatal</td>
<td>• Reading: Chapter 5&lt;br&gt;• Service project outline draft discussion (Assessment 2 initiation)&lt;br&gt;• Article C (MABC-2)&lt;br&gt;• MABC-2&lt;br&gt;• Observation protocol practice&lt;br&gt;• Measurement practice (‘BYOD’)</td>
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<td>5</td>
<td>Lab practice with instruments, task analysis and video&lt;br&gt;MABC-2</td>
<td>• Article D&lt;br&gt;• Student article 3 (MABC-2) and present in discussion&lt;br&gt;• Guest observation</td>
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<td>6</td>
<td><strong>Perceptual development</strong>&lt;br&gt;Perceptual motor training program</td>
<td>Reading: Chapter 6&lt;br&gt;Service project draft submission (2-3 page overview with supporting theory to project)</td>
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<td>Week</td>
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<td>Week 7</td>
<td><strong>Information Processing</strong></td>
<td>- Reading: Chapter 7&lt;br&gt;- Guest observation (instrumentation use)&lt;br&gt;- Article E (BOT-2)&lt;br&gt;- Student article 4 (BOT-2)</td>
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<td>LAB&lt;br&gt;Student case study selection</td>
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<td>Week 8</td>
<td><strong>Early movement behavior</strong></td>
<td>- <strong>Assessment 1</strong> Examination&lt;br&gt;- Reading: Chapter 8 &amp; 9&lt;br&gt;- Guest observation (instrumentation use)&lt;br&gt;- Article F (BOT-2)</td>
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<td></td>
<td>Motor Behavior during early childhood</td>
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<td>LAB Constraint analysis</td>
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<td>Week 9</td>
<td><strong>Ecological approach to movement</strong></td>
<td>- Reading: Chapter 10 &amp; 11&lt;br&gt;- Guest observation&lt;br&gt;- (instrumentation use)&lt;br&gt;- Article G (AHEMD)</td>
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<td>LAB Movement pattern task analyses</td>
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<td>Week 10</td>
<td><strong>Motor behavior in adolescence</strong></td>
<td>- Reading: Chapter 12 &amp; 13&lt;br&gt;- <strong>Assessment 2 submission</strong></td>
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<td>LAB Assessment selection &amp; practice for case study</td>
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<td>Week 11</td>
<td><strong>Motor Behavior in the adult years</strong></td>
<td>- Student article 5 (area of choice)&lt;br&gt;- Article support toward case study should now be completed&lt;br&gt;- Peer discussion&lt;br&gt;- Case study peer check</td>
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<td>Program workshop to accommodate and enhance function</td>
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<td>Constraints identification via task analysis &amp; subsequence affordance implementation</td>
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<td>Week 12</td>
<td><strong>Assessment</strong></td>
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<td>Assessment design (for your population of interest)</td>
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<td>Week 13</td>
<td><strong>Sociocultural influences on motor development</strong></td>
<td>- Case study presentations&lt;br&gt;- <strong>Assessment 3 submission</strong></td>
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<td>How we can influence development in an inclusive manner?</td>
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<td>Week 14</td>
<td><strong>Catch up &amp; assimilate</strong></td>
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<td>Concept map</td>
<td>Future areas for research discussion • Case study presentations</td>
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<td>Week 15 In-class motor development discussion</td>
<td>Case study presentations</td>
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<td>Week 16 Self-directed Reading day</td>
<td>Assessment 4 paper submission</td>
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Assessment 1-Week 8 (Week 7 if planned wk 8 absence)
Assessment 2-Between Week 5 & 7; practical field experience by Wk 7, Paper submitted by Wk 8
Assessment 3-Between Week 12 & 13
Assessment 4-Between weeks 15 & 16

VIII. COURSE SCHEDULE:  The WebCT calendar will be used in this class to post the instructor's plans for the next class and to document what was done after each class.

X. COURSE POLICIES
A. Student Conduct Policies
   1. **Attendance:**
      Please remain courteous in your decisions regarding class and your attendance. It is your responsibility to catch up upon missed work. It is not for the instructor to review a missed day, however an outline may be provided. Please check with peers in a professional manner.

   2. **Late Arrivals & Early Departures:**
      Please try to be on time, should you arrive late, then simply enter and try to fit into teaching period. If you are to depart early, again remain mindful of your peers and the class instruction.

   3. **Late Assignment Submissions:** Delays in submitting assignments will result in a 25% daily deduction and lesser deductions when submitted after the due time on the same day. **Some assignments will not be accepted when submitted late.**

      During class lectures, it is inappropriate to eat, play with your cell phone, your laptop for undesignated periods. During class lectures and activities (except exam), you may QUIETLY leave the classroom whenever you wish to conduct your personal business or go to the bathroom.
Appropriate behavior in this class is defined as being prepared and being a proactive learner. Students in this class should display an inquiring disposition and a university attitude in learning (carefully consider other views, be respectful of other views).

B. Grading Policies

1. **Blackboard Gradebook:** Your grades are posted on the Blackboard gradebook throughout the semester. **Corrections to your posted grade must be made WITHIN a WEEK of its posting.**

2. **Drop Policy:** Note the last day for a student to drop a class. You are strongly encouraged to monitor your grades (using the grade recording sheet in your packet and by monitoring your grades on Blackboard), especially before the drop date, to enable you to drop the course if your course grade is low. *Your course instructor CANNOT drop you under any circumstances.*

3. **Incomplete Grade:** Incompletes are given ONLY in the case of compelling and extenuating circumstances beyond the student’s control other than LACK OF TIME. Review the requirements under which an Incomplete may be removed and the consequence for failing to remove an incomplete may be found in your TAMU-CC Undergraduate Catalog.

C. **Academic Honesty**

As per the university catalog, “university students are expected to conduct themselves in accordance with the highest standards of academic honesty”. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own).

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment.
8. Failure of your Affective disposition aspect of the course.

*REMEMBER:* Being unaware that you committed a form of academic misconduct does NOT excuse you from the consequences of your infraction.

X. **TEXTBOOK(s)**

*The textbook adopted for this course is:*

XI. BIBLIOGRAPHY

The knowledge bases that support course content and procedures include:


XII. REQUIRED (and RECOMMENDED) COURSE MATERIALS

Because additional information will be disseminated throughout the semester, it is recommended that students purchase a 3-ring binder for packet and handout materials.

XIII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XV. DISABILITIES ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.