I. Course Description

A study of the fundamental principles related to human motor development and the scientific principles related to motor learning.

II. Learning Objectives

1. Students attain the skills to assist in the instruction and analysis of a variety of motor related skills.
2. Students acquire the tools for physical, emotional and affective development in skill acquisition.
3. Students understand, articulate, and demonstrate how to target motor learning at a developmentally appropriate level in order to cater to students and clients of all needs and abilities in their development.
4. Students demonstrate the ability to select instructional strategies across a variety of scenarios (such as physical/occupational therapy, exercise science, and education) which are set upon the concept of developmentally appropriate instruction.
5. Students learn how to assess in their respective environment as it relates to motor learning and subsequent development.

III. Major Course Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>% of Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignments (12 @ 15 pts each)</td>
<td>180 pts</td>
<td>36%</td>
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<tr>
<td>Quizzes (12 @ 10 pts each)</td>
<td>120 pts</td>
<td>24%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 pts</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>100 pts</td>
<td>20%</td>
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<tr>
<td>TOTAL:</td>
<td><strong>500 pts</strong></td>
<td><strong>100%</strong></td>
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Grading Scale
A = 450-500 pts (90-100%)
B = 400-449 pts (80-89%)
C = 350-399 pts (70-79%)
D = 300-349 pts (60-69%)
F = 299 pts or less (59% or less)

Note: All written work must exhibit a college level of competency. Written work with three or more errors in any combination of spelling, grammar, punctuation, and/or capitalization is considered unacceptable and will receive a score of ZERO (0).
IV. Required Readings

Textbook

Website
The Website that accompanies and is coordinated with this course is Blackboard, which can be accessed at bb9.tamucc.edu. It is the student’s responsibility to check Blackboard AND University email account at least once daily! Because this course is 100% online, consistent attention to instructions and deadlines on Blackboard is critical to your success in this course. Blackboard is the means through which materials will be distributed and announcements will be made. Grades for assignments and examinations can also be found here. If I need to contact individual students, I will do so through your University email account.

V. State Adopted Proficiencies/TExES Competencies

State Adopted Proficiencies for Teachers
1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

TExES Competencies
Physical Education Standards for the Texas State Board for Educator Certifications: In preparation for the Texas Examinations of Educator Standards (TExES) in Physical Education EC-12, this course addresses these standards and competencies:

Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.
Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.
Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
VI. Course Policies

Late work and Make-up Exams
Late work is not accepted and exams may not be made up. Failure to complete an assignment, quiz, or exam by the deadline will automatically result in a score of ZERO (0) for that item.

Extra Credit
There may be one or more opportunities to earn extra credit during the course, however, this is not a guarantee. Any extra credit opportunities will be offered to the entire class, NOT to individual students.

Academic Integrity/Plagiarism
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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test may result in 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. Recommendation for more severe punishment, such as dismissal from the program or from the University

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. July 29 is the last day to drop a class with an automatic grade of “W” this term.

Statement of Civility
Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. Furthermore, Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the
rights of another individual will not be tolerated. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
VII. Course Outline

The following is a *tentative* course outline that is subject to change. Actual dates for topics to be covered and corresponding readings, assignments, and assessments will be announced. The University-designated final exam day for Summer II 2019 courses is Friday, 8/9 and will not change. I am not at liberty to offer the final exam at any other time.

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<thead>
<tr>
<th>Week/Dates</th>
<th>Topics and Readings</th>
<th>Assignments and Assessments</th>
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</thead>
<tbody>
<tr>
<td>Week 1 (week of 7/8)</td>
<td>Chapters 1, 2, and 3</td>
<td>Chapters 1, 2, &amp; 3 assignments and quizzes due Friday, July 12 by 11:59pm</td>
</tr>
<tr>
<td>Week 2 (week of 7/15)</td>
<td>Chapters 4, 5, and 6</td>
<td>Chapters 4, 5, &amp; 6 assignments and quizzes due Friday, July 19 by 11:59pm</td>
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<tr>
<td>Week 3 (week of 7/22)</td>
<td>Midterm Exam (Chapters 1-6) and Chapter 7</td>
<td>Midterm Exam AND Chapter 7 assignment and quiz due Friday, July 26 by 11:59pm</td>
</tr>
<tr>
<td>Week 4 (week of 7/29)</td>
<td>Chapters 8, 9, and 10</td>
<td>Chapters 8, 9, &amp; 10 assignments and quizzes due Friday, August 2 by 11:59pm</td>
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<tr>
<td>Week 5 (week of 8/5)</td>
<td>Chapters 11 and 12</td>
<td>Chapters 11 &amp; 12 assignments and quizzes due Thursday, August 8 by 11:59pm</td>
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<tr>
<td>Friday, 8/9</td>
<td>Final Exam (Chapters 7-12)</td>
<td>Final Exam Friday, August 9 open from 12:00am-11:59pm</td>
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