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>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (12 @ 10 pts each, best 10 count)</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Lab Reports (6 @ 20 pts each, best 5 count)</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments (6 @ 20 pts each, best 5 count)</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>500 pts</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

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!** 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

**Attendance/Tardiness**
Students are required to punctually attend all class meetings. Daily attendance will be taken on class meeting days. The Starfish system will be used to flag students who are not attending class regularly and/or punctually. As a courtesy, please email the instructor in advance of class if you are going to be absent or late for any reason.

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

**Extra Credit**
There are typically no extra credit opportunities offered in this course. Any extra credit opportunities will be offered to the entire class, NOT to individual students. Please do not contact the instructor to ask for extra credit opportunities.

**Cell Phone/Electronic Device Usage**
The use of cell phones, laptops, tablets, and other electronic devices is not permitted during class time. Please come to class prepared to take handwritten notes. Cell phones should be turned off or placed on silent (not vibrate) prior to the class start time. If a student is caught or perceived to be using their cell phone (texting, web browsing, etc.), they may be asked to leave class. The intent of this policy is not to be punitive, but rather to reinforce, in a powerful manner, the importance of professionalism in the classroom and beyond. If you have an emergency situation and need to have access to your phone during class, please inform the instructor at the beginning of class.

**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, in no particular order:
- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of ‘F’ to work in question
- 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. April 10 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/Professional Behavior
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. 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.C0.03, 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.C0.03, 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 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 date and time for our class, however, will not change. I am not at liberty to offer the final exam at any other time.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Readings</th>
<th>Assignments and Assessments</th>
</tr>
</thead>
</table>
| 1    | Wednesday, 1/22  
     Friday, 1/24 | Course Introduction  
     Chapter 1 | N/A |
| 2    | Monday, 1/27  
     Wednesday, 1/29  
     Friday, 1/31 | Chapter 1 | Chapter 1 quiz & lab report  
     due Friday, 1/31 by 11:59pm |
| 3    | Monday, 2/3  
     Wednesday, 2/5  
     Friday, 2/7 | Chapter 2 | Chapter 2 quiz and lab report  
     due Friday, 2/7 by 11:59pm |
| 4    | Monday, 2/10  
     Wednesday, 2/12  
     Friday, 2/14 | Chapter 3 | Chapter 3 quiz and lab report  
     due Friday, 2/14 by 11:59pm; |
| 5    | Monday, 2/17  
     Wednesday, 2/19  
     Friday, 2/21 | Chapter 4 | Chapter 4 quiz and assignment  
     due Friday, 2/21 by 11:59pm |
| 6    | Monday, 2/24  
     Wednesday, 2/26  
     Friday, 2/28 | Chapter 5 | Chapter 5 quiz and assignment  
     due Friday, 2/28 by 11:59pm |
| 7    | Monday, 3/2  
     Wednesday, 3/4  
     Friday, 3/6 | Chapter 6 | Chapter 6 quiz and assignment  
     due Friday, 3/6 by 11:59pm |
| 8    | Monday, 3/16  
     Wednesday, 3/18  
     Friday, 3/20 | Review for Midterm Exam  
     Midterm Exam (Chapters 1-6) | Midterm Exam in class  
     Wednesday, 3/18 |
| 9    | Monday, 3/23  
     Wednesday, 3/25  
     Friday, 3/27 | Chapter 7 | Chapter 7 quiz and assignment  
     due Friday, 3/27 by 11:59pm |
| 10   | Monday, 3/30  
     Wednesday, 4/1  
     Friday, 4/3 | Chapter 8 | Chapter 8 quiz and lab report  
     due Friday, 4/3 by 11:59pm |
| 11   | Monday, 4/6  
     Wednesday, 4/8  
     Friday, 4/10 | Chapter 9 | Chapter 9 quiz and lab report  
     due Friday, 4/10 by 11:59pm |
| 12   | Monday, 4/13  
     Wednesday, 4/15  
     Friday, 4/17 | Chapter 10 | Chapter 10 quiz and assignment  
     due Friday, 4/17 by 11:59pm |
| 13   | Monday, 4/20  
     Wednesday, 4/22  
     Friday, 4/24 | No class this week.  
     (Dr. Davis will be at the SHAPE America National Convention in Salt Lake City, Utah) | |
| 14   | Monday, 4/27  
     Wednesday, 4/29  
     Friday, 5/1 | Chapter 11 | Chapter 11 quiz and assignment  
     due Friday, 5/1 by 11:59pm |
| 15   | Monday, 5/4  
     Wednesday, 5/6 | Chapter 12  
     Course wrap-up | Chapter 12 quiz and lab report  
     due Friday, 5/8 by 11:59pm |
|      | Wednesday, 5/13 | Final Exam (Chapters 7-12) | Final Exam in class 11:00-1:30 |