Kinesiology and Health Science  
KIN 349 001 Psychomotor Development Movement Activities  
Spring Semester 2019  

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Office Hours: MW 10:30-12, TR 2-3  
Credits: 3 semester hours  

Prerequisites: None  

I. Course Description:  
This course examines the fundamental principles of motor development/motor learning and the integration of movement activities in the learning environment for children and adults. The TGMD-2 project in this course is an assignment that is required for accountability and accreditation.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
This course links with SFA Initiative #4: Develop a learner-centered environment. 
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals. 
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences. 
This course links with SFA’s COE Goal and Initiative #4: Teaching and student success. 
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:  
1. The student will identify and analyze critical components of physical movements.  
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.  
3. The student will apply knowledge of principles and stages of motor development.  
4. The student will demonstrate knowledge of kinesiological principles and content.  
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:  
The student will be able to:  
1. Identify stages of development regarding physical movement (PLO #3, 1).  
2. Identify different factors that can influence the motor development process throughout an individual’s lifetime (PLO # 3, 4).  
3. Identify normal patterns of growth and maturation (PLO #3, 4).  
4. Plan movement experiences for various developmental levels (PLO #5, 3, 1).  
5. Apply theories and concepts of motor development to the practice of teaching and coaching (PLO #3, 5, 4) (NASPE Standard 1.3).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:  
1. Students will physically act out various stages of development in a variety of movement skills as part of in class “hands-on” learning activities (not an assignment for point value).  
2. Students will teach themselves a new motor skill, record their progress, design practice sessions for teaching other individuals (Bean Bag Toss assignment worth 80 points).  
3. Students will observe each other, performing a variety of physical skills, record observations of peers performing physical tasks and design practice sessions for improvement of the physical skills (in class “hands on” preparation for the TGMD-2 project not an assignment for point value).
4. Students will observe different age groups in the public school setting performing a variety of physical skills, record observations and design practice sessions for improvement of the physical skills. This is the TGMD-2 project that is used for accountability and accreditation purposes. It is required to be submitted through LiveText and on paper. Worth 120 points.

5. If time permits at the end of the semester, students will select a fundamental locomotor skill and develop a list of environmental factors that could influence the performance of that skill (this would be done in class a review of knowledge learned though out the semester and for the Final Exam. No point value assigned for this).

6. Students will need their SFASU e-mail account and D2L activated and checked, on a regular basis, for class information.

7. Students will be required to use Microsoft Word (.doc or .docx) or PDF files if submitting work electronically.

KIN 349 Psychomotor Development Alignment with Professional Standards

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bean Bag Toss Activity – teaching oneself a new physical skill and responding to predetermined questions about the experience.</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 1.3</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>TGMD-2 Project – assessing gross motor skills of young children, designing learning experiences for these children, implementing these experiences and reassessing to determine if learning has taken place.</td>
<td>1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>Exam #1 – Ch. 1, 3, 4, 5, 7, 8, 9. Content covered includes introduction to motor development, factors that influence motor development before birth up to kindergarten.</td>
<td>1.2, 1.3</td>
<td>1.3</td>
<td></td>
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<tr>
<td>Exam #2 – Ch. 10, 11, 12, 13, 14. Content covered includes stages of motor development during the elementary years, factors that affect motor development during the elementary years.</td>
<td>1.2, 1.3</td>
<td>1.3</td>
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<td>1d</td>
</tr>
<tr>
<td>Exam # 3 – Ch. 15, 16, 17, 18. Content covered includes stages of motor development during adolescence, factors that</td>
<td>1.2, 1.3</td>
<td>1.3</td>
<td></td>
<td>1d</td>
</tr>
</tbody>
</table>
Affect motor development during adolescence.

| Final Exam – Ch. 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. Content covered includes all content previously assessed, stages of motor development during adulthood/older adulthood, factors that affect motor development during adulthood/older adulthood. | 1.2, 1.3 | 1.3 | 1d |

A copy of CAEP, ISTE and InTASC standards can be found on the Perkins College of Education website – www.sfasu.edu/education

A copy of NASPE standards can be found on the Kinesiology and Health Science Departments website – http://www.sfasu.edu/kinesiology/

IV. Evaluation and Assessments (Grading): The final grade in this course will be based on the percentage of overall points accumulated throughout the semester. The grading scale is as follows:

- **Unit Exam (3 @ 100 points)**: 300 points
  - Grading Scale: 90% - 100% = A
- **TGMD-2 Assignment**: 120 points
  - 80% - 89% = B
- **Bean Bag Toss Assignment**: 80 points
  - 70% - 79% = C
- **Comprehensive Final**: 100 points
  - 60% - 69% = D
- **Attendance**: 50 points
  - Below 60% = F

Attendance will be taken each class by the instructor by calling roll or use of a seating chart. The percent that attendance counts toward the final grade is eight percent.

In order to receive full credit in the course, all assignments that are required to be submitted in LiveText must be submitted in LiveText and a paper copy must also be submitted to the instructor.

V. Tentative Course Outline/Calendar: This calendar is subject to change due to availability of gym space and access to public school students.

- **Week 1**: Orientation, syllabus, Introduction to Motor Development article
  - Chapter 1 notes – Understanding Motor Development: An Overview
  - Discuss what is motor development and other terms that will be utilized throughout the course.
- **Week 2**: Chapter 3 notes – Motor Development: A Theoretical Model
  - Discuss the phases of motor development in the life span.
  - Chapter 4 notes – Selected Factors Affecting Motor Development
  - Discuss various factors within the individual, the environment and the task.
- **Week 3**: Chapter 5 notes – Prenatal Factors Affecting Development
  - Discuss various nutritional, chemical, hereditary, environmental factors that impact development before birth.
  - Chapter 7 notes – Infant Reflexes and Rhythmical Stereotypies
  - Discuss various primitive and postural reflexes.
Chapter 8 notes – Rudimentary Movement Abilities
Discuss cephalocaudal and proximodistal principles of development.

Week 4
Chapter 9 notes – Infant Perception
Discuss the visual perception development of infants.
Exam #1 (chapters 1, 3, 4, 5, 7, 8, 9)

Week 5
Chapter 10 notes – Childhood Growth and Development
Discuss various factors that positively and negatively impact motor development in the childhood time period.

Week 6
Discuss and apply knowledge of the various phases of development for fundamental movements.
Prepare for using the TGMD-2 instrument on kindergarten students.

Week 7
Discuss and apply the concepts of health-related fitness and motor fitness of children.
Administer the TGMD-2 (required for NASPE accreditation).

Week 8
Discuss how to complete the TGMD-2 project and write it.
Finish Chapter 13 notes.
Chapter 14 notes – Childhood Self-Concept Development
Discuss how physical activity has a major role in self-concept, self-esteem, self-confidence.
Exam #2 (chapters 10, 11, 12, 13, 14).

Week 9
Spring Break

Week 10
TGMD-2 Project due (worth 120 points)
Chapter 15 notes – Adolescent Growth, Puberty, and Reproduction
Discuss the various physical, physiological changes during the adolescent time period.

Week 11
Chapter 16 – Specialized Movement Skills
Discuss the various stages of development during the specialized movement phase, what the educator should recognize in learners during this phase.
Begin Chapter 17 – Fitness Changes During Adolescence
Discuss the changes in health-related fitness and motor fitness during this time period.

Week 12
Finish Chapter 17 notes.
Bean Bag Toss Assignment started in class.
Bean Bag Toss Assignment due. Worth 80 points.

Week 13
Discuss how socialization of adolescent individuals has an impact on motor development.

Week 14
Exam #3 (Chapters 15, 16, 17, 18)
Chapter 19 notes – Physiological Changes in Adults from 6th edition.
Discuss the decline in physiological systems in adults and its impact on physical abilities.

Week 15
Chapter 20 notes – Motor Performance in Adults
Discuss reaction time and its impact on older adults performance of physical skills.

Week 16
Review for Final Exam

Week 17
Comprehensive Final Exam – Monday, May 13th at 1:00 PM

VI. Readings (Required and recommended – including texts, websites, articles, etc.):
Recommended Text/Materials:
Understanding Motor Development, (7th Ed.)
McGraw-Hill  Boston, MA
LiveText/Watermark Required:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Every student will start off the semester with 50 attendance points. Students will be allowed two unexcused absences without any deductions from the 50 attendance points. Starting with the third unexcused absence, 10 points will be deducted from the 50 attendance points for each unexcused absence. Once a student has depleted the attendance points, the student will automatically receive an F for the course. A student must notify the instructor immediately
Prior to a university-sponsored trip that will cause an absence. Other absences will be discussed on an individual basis and need supporting documentation. If at all possible, try not to schedule appointments for when you should be in class. Inform friends and family of your daily and semester schedules so that you are not missing classes because of their scheduling.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Undergraduate Teacher Certification—The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

TExES Competencies: 001, 002, 003

Insurance: It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Proper Attire: Students should wear clothes that will allow for movement and safety during activity lessons. Tank tops, cutoffs, boots, sandals, etc., are not allowed.

Medical Conditions: Existing medical conditions or medical conditions that arise during the semester and that impede or prohibit physical activity, need to be discussed with the instructor. Student must provide proper documentation, in order to not participate in activities.
Food, Drink and Tobacco Products: University policy prohibits food and drink in classrooms. Do not bring any food or drinks (including water) into the classrooms or the gym. University policy prohibits the use of tobacco products in the buildings.

Cell Phones/Blue Tooth/IPods/Various other electronic devices: Be courteous and turn cell phones off during class. Remove all headsets and ear pieces so that you will not be distracted nor will you be a distraction to other students and the instructor.

Personal Illnesses, Family Emergencies: Please consider utilizing the Judicial Office and Counseling Services for situations involving these situations.

E-mail etiquette: When sending an e-mail, please put the course prefix and course number as the subject. Please put your name as the signature for the e-mail.

Respect during class time: Examples of being respectful include being engaged in note taking, asking questions to the professor regarding information being taught, answering questions from the professor. Examples of NOT being respectful include texting during class, accessing social media during class, talking to classmates during the presentation of information by the professor and/or classmates, studying for another class during class time, turning in assignments during the presentation of information by the professor, consistently leaving during class to do “something”, consistently coming to class late, sleeping during class, lack of participation/lack of “effort” during activities that require participation. Any displays of a lack of respect will be addressed and documented.