

Lifespan Motor Development
PHED 220
Monday and Wednesday: 9:30am – 10:45am

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HEC Office Hours: Monday – Wednesday 11:00am – 12:00pm
Open for appointments at all other times

Textbook: Gallahue, D. & Ozmun, J. Understanding motor development (8th ed).

Course Description: This course is designed to provide the participants with study of perceptual motor development from birth to maturity. Pathology of motor development including internal and external factors affecting growth is examined. Characteristic and atypical development are included. Clinical application is required. Curricular context will be applied to the instructional setting.

Course Objectives: At the end of this course the student will be able to

1. Identify the domains of human motor development and their interrelationship throughout the lifespan.
2. Describe terminology associated with human motor development and perceptual motor development.
3. Describe biological, environmental and task factors affecting motor development and motor skills for individuals with and without disabilities.
4. Relate stages of typical and atypical cognitive and social development principles to perceptual motor development.
5. Apply the principles of typical and atypical growth and maturation to perceptual motor development concepts.
6. Identify the importance of the reflex system to the development of motor coordination.
7. Describe the fundamental movements and object control skills of childhood.
8. Apply perceptual motor development concepts.
9. Define and describe the basic stages of normal growth and aging as it related to motor skill performance.
10. Describe and define the stages and levels of maturity normally encountered in the development of basic gross motor skills.
11. Discuss the role of the sensory system in the development of perceptual motor skills needed for skill movement.
12. Identify cultural, ethnic, and psychosocial factors that influence motor development.
13. Administer select motor assessment tools to children to determine their levels of motor skill development and perceptual abilities.
14. Summarize motor development evaluations.

This course will address the following standards:

Wisconsin Teaching Standards

Standard #1: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Shape America Teaching Standards

Standard #1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard #2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Areas Addressed on Praxis II

Fundamental Movements, Motor Development, and Motor Learning

- ✚ Fundamental movements: locomotor, non-locomotor, manipulative, and falling/landing movement skills; movement concepts such as body, space, effort, and relationship.
- ✚ Growth and motor development: role of perception in motor development, such as in spatial movement relationships; neurophysiology of motor control; effects of maturation and experience on motor patterns; biological and environmental influences on gender differences in motor performances

Biomechanics

- ✚ Methods of analyzing movement
- ✚ Analysis of basic movement patterns: overhand throw, underhand throw, kick

Course Management and Evaluation Policies:

Learning Styles: In recognition that each person learns and retains in individual and distinct manners, instruction will vary in methodology in an attempt to accommodate all learners. This includes hands-on activities, lectures, written assignments, discussions, and individual and group work. The instructor welcomes your input if you do not feel your learning style is being accommodated. I invite you to visit me personally with concerns.

Class Attendance Policy: It is highly recommended for all students to attend as many in class lectures as possible. Students are expected to be in class and on time for every class meeting. Attendance is critical to your final grade as this course is a developmental course with the lecture and clinical material laying the foundation for the next class meeting. Additionally, discussions, planning, and organization relating to your teaching opportunities are held during class and your attendance is crucial. All assignments will only be accepted on the date due regardless of student attendance. Each student will be allowed two class absences, this includes excused and unexcused, with no impact on your grade. Each subsequent absence (excused or unexcused) will equate to 50 points subtracted from your final grade. It is unprofessional to be late. Each tardy will result in a 5 point deduction from your final grade.

*** If you miss a lab day: You will not only lose points for that day, but any lesson plan and/or reflection related to missed lab day will be removed from credit. You are part of a team, and it is essential that you put forth a complete 100% effort when teaching our pre-k students during lab. ***

Lab: As mentioned, you are a part of team on lab days. The faster the “team” gets done cleaning up, the sooner you will be dismissed on lab days. We WILL meet as a large group at the end of each lab day to discuss our lessons and talk about learning moments. You are NOT permitted to leave once “your teaching area” is clean. If you are not doing anything, look to help another group.

*I do not just want you present in class; I want your presence felt in class. Your course relevant opinions, thoughts, ramblings etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. **Socializing, sleeping, cell phones, and personal use handhelds all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.***

Submitted Work Requirements: All work is to be computer generated in .doc or .docx and double spaced, unless otherwise specified by the instructor. Handwritten work will not be accepted, so please do not attempt to submit it. Deadlines for work due will not be extended. Late submissions, excused or unexcused will not be accepted. All work is to be submitted via Canvas unless specified by the instructor.

- You are in charge of making sure you complete and submit all assignments on time. Late work is not accepted.

Evaluation:

Motor Lab

150 Points

Three times throughout the semester we will be teaching 3&4 year-old children from the Godfrey Child Development Center. You will be evaluated on your activity plans and reflections (150 pts). **Activity Plans are due on FRIDAYS prior to teaching. Reflections are due the SUNDAY after teaching.** (This is subject to change based on how many students enroll in Pre-K services on campus)

Tests (3)/Quizzes

300 Points

You will be given three tests consisting of True/False, Multiple Choice, Short Answer, and Essay Questions. All three exams are worth 90 points each. Throughout the semester you will be given a total of 5 quizzes totaling 30 points. These quizzes will be distributed at random times throughout the semester (HINT: DO THE READINGS)

Assignments

100 points

Motor Task Presentation (75 pts): In groups, students will create and present a motor development task presentation. Students will design and create videos of task instructions and an observation checklist. The class will then watch videos and using the instructions and observation checklist/table will assess the task. Further details will be discussed in class.

Teaching Activity Presentation (25 pts): In groups, students will have the opportunity to create a review exercise that is applicable to the PE environment aligned with the skill themes in chapters 11 and 12. The activity must be rich with appropriate content and have meaningful application so students can relate the material to the activity. Further Details will be presented in class.

This course requires a minimum of five *Pointer Points* for full course credit. Failure to complete the required number of *Pointer Points* will result in a one third deduction of your letter grade. Please refer to handout for additional information and opportunities regarding *Pointer Points*. As a reminder, *Pointer Points* can only be earned for activities completed outside of regular class requirements and without remuneration.

Total Points 550

GRADE SCALE

94 - 100% = A	77 - 79% = C+	
90 - 93% = A-	74 - 76% = C	< 60% = F
87 - 89% = B+	70 - 73% = C-	
84 - 86% = B	67 - 69% = D+	
80 - 83% = B-	60 - 66% = D	

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Equal access for students with disabilities

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email jjoque@uwsp.edu

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.