DEPARTMENT OF PHYSICAL EDUCATION AND KINESIOLOGY

COURSE OUTLINE – FALL 2013

PE 3070: HUMAN GROWTH AND MOTOR DEVELOPMENT

3(3-0-0) UT 45 HOURS

INSTRUCTOR:	Bethe Goldie	**PHONE:**	780-539-2972
OFFICE:	K214	**E-MAIL:**	bgoldie@gprc.ab.ca

VIRTUAL OFFICE HOURS: By Appointment via Elluminate or phone. Email appointment requests to your instructor.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Haywood, K. M., & Getchell, N. (2009) *Life Span Motor Development* (5th Ed.). Champaign, IL: Human Kinetics.

Assignments must be submitted electronically using Microsoft Word and Excel. If you do not have these, free compatible software can be downloaded from Open Office (www.openoffice.org). Other software use must be negotiated with the instructor.

WEB BASED SOFTWARE:

This course will use *Moodle*, http://moodle.gprc.ab.ca, a computer-mediated communication (CMC) web-based software system. Learners who are new to Moodle should contact the Moodle Help Desk at: edtechrequests@gprc.ab.ca for orientation. This course also uses *Elluminat*e, a real-time web-conferencing system. You will be provided with *Elluminate* instructions in the Program Information site heading within Moodle.

CALENDAR DESCRIPTION: This course is a study of the sequential changes in physical growth and motor development with emphasis on individual differences.

COURSE DESCRIPTION:

This course will provide an introduction to the understanding of motor development. This will be accomplished by providing students with an introduction to the developmental process using a lifespan approach. Theoretical perspectives that have shaped the evolution of motor development

will be discussed in examining this dynamic field of study. The lifespan approach encompasses both the early development and the degradation of motor abilities. As such prenatal development and subsequent postnatal motor behaviour will be examined as well as aging and the deterioration of perceptual and motor skills in the elderly.

CREDIT/CONTACT HOURS: 3(3-0-0) UT 45 HOURS

DELIVERY MODE(S): This course will be delivered online through Moodle and with weekly web based meetings through Elluminate Live.

OBJECTIVES:

General course objectives are to:

√ Describe theoretical foundations of motor development

√ Describe the research methods used in motor development

√ Describe developmental changes across the lifespan

√ Describe the interaction of perceptual processes on motor development

√ Describe the functional development of motor behaviours from a lifespan perspective

More specific course objectives are:

- define motor development,
- distinguish developmental issues from other concerns,
- describe some of the basic tools used by researchers in motor development,
- explain why development occurs over a life span, and
- apply the chosen model to guide discussions on motor development.
- explain the theories currently used to study motor development,
- describe how various theories explain changes in motor behaviour, and
- outline the history of the field of motor development.
- outline the principles of motion and stability that lead to proficient motor performance,
- discuss the relationships between these principles and motor behaviours of individuals of various skill levels, and
- explain how skilled performers take advantage of specific principles.
- describe the course of body growth and aging over the life span,
- review the role of genes in the course of early physical growth and development,
- review the influence of extrinsic factors on growth and development and the increasing role of extrinsic factors as individuals proceed through the life span,
- identify typical patterns of growth while recognizing individual differences in the timing of growth, and
- distinguish between growth and maturation
- identify developmental changes in the skeletal, muscular, adipose, endocrine, and nervous systems over the life span,
- describe the interaction of the systems during development and aging,

- discuss the periods when rapid change in the systems makes them particularly sensitive to external influences, and
- identify a trend of increasing influence of external factors and decreasing influence of genetic factors as individuals proceed through the life span.
- describe types of movement that occur in infancy,
- list infantile reflexes and postural reactions,
- explain the relationship between infants' earlier and later movements,
- describe motor milestones,
- explain how early movements are shaped by a variety of constraints, and
- describe postural development and balance in infancy.
- define the concept of locomotion in humans,
- describe the types of locomotion,
- discuss the development of specific locomotor patterns, and
- explain the individual constraints that affect development of locomotor patterns.
- identify developmental changes in throwing, kicking, punting, and striking movements,
- compare the characteristics of early performers across the various ballistic skills, and
- note similar characteristics of proficient performance of ballistic skills.
- document a transition in infancy from the use of power grips to pick up objects to the use of precision grips,
- demonstrate how the size of an object, relative to the size of the hand, can influence the grip used to pick up the object,
- examine the role of vision in reaching for objects,
- identify developmental changes in catching, and
- explain how catchers are able to intercept objects.
- review developmental changes in the vision, audition, and kinesthetic systems,
- discuss changes in visual, auditory, and kinesthetic sensation with aging,
- trace the development of visual perception with particular focus on perception of space, objects, and motion,
- provide an overview of the development of kinesthetic perception, especially perception of tactile location, the body, limb movements, spatial orientation, and direction,
- describe the development of auditory perception, and
- explain the process whereby environmental objects and events perceived in different modalities are perceived as the same object or event.
- review historical perspectives on the role of action in perceptual development,
- survey contemporary views on perceptual-motor programs and the linkages between the cognitive, perceptual, and motor systems,
- examine differences in perception between infants with and without experience in self-produced locomotion, and
- study interaction between perception and action in maintaining balance after infancy.
- discuss the role of sociocultural constraints in motor development,
- define the role of specific social agents, such as parents and schools, on individual development, and
- explain the socialization process and how it differs for different groups.
- explore the relationship between social influences and an individual's feeling of self-esteem,
- discuss the effect of self-esteem on motivation to participate in sport and physical activity,
- discuss reasons why individuals continue participation or drop out of sport, and

- examine children's attributions of success or failure in physical activity.
- discuss the benefits to motor performance of knowing about an activity,
- differentiate between the knowledge of novices and that of experts and recognize that children tend to be novices, and
- identify trends in the speed of cognitive processing over the life span.
- examine the body's response to short-term vigorous exercise and how this response changes over the life span,
- review the effects of short-term exercise over the life span,
- explain the body's response to prolonged exercise and how this response changes over the life span, and
- review the effects of endurance training over the life span.
- explore the relationship between muscle mass and strength and how these change in relation to each other over the life span,
- review the effects of strength training over the life span,
- describe changes in flexibility over the life span, and
- review the effects of flexibility training by individuals of any age.
- review the effects of exercise on the body composition of children and youth through longitudinal research studies,
- note any sex differences in the effects of exercise on body composition,
- examine the effects of exercise on body composition in middle and older adulthood, and
- discuss the recent increase of obesity in Western societies.
- examine, all at one time, the individual, task, and environmental constraints and their interactions impacting an individual,
- view each individual as being unique,
- think about how multiple constraints can be manipulated to permit a designated movement,
- structure developmentally appropriate learning environments and design developmentally appropriate learning tasks,
- provide a framework for charting constraints to enhance developmentally appropriate teaching, and
- analyze seven case studies so that you have the opportunity to apply your knowledge of motor development to real-life situations.

TRANSFERABILITY: to UA, UC, UL, AU, AF, CU, CUC, KUC.

** Grades of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

COURSE STRUCTURE:

You will proceed through the course by completing the content in sequence as outlined below.

Refer to Moodle for all course readings and activities.

Week 0: **Sept 2-8, 2013**	• Order your textbook: GPRC college bookstore (**780-539-2880)** • Visit & become familiar with Moodle and the Program Information Page "*****"

	• Post within the "Student Introductions" forum. • Make note of the marking rubric, which will be used as a guide for marking all of your assignments.
Module 1, Week 1: **Sept 9-15, 2013**	TOPICS: • Ch. 1 Fundamental Concepts
Module 1, Week 2: **Sept 16-22, 2013**	TOPICS: • Ch. 2 Theoretical Perspectives in Motor Development • Ch. 3 Principles of Motion and Stability
Module 2, Week 3: **Sept 23- 29, 2013**	TOPICS: • Ch. 4 Physical Growth, Maturation, and Aging • Ch. 5 Development and Aging of Body Systems • Midterm #1 (Monday, September 30)
Module 3, Week 4: **Sept. 30 - Oct. 6, 2013**	TOPICS: • Ch. 6 Early Motor Development • Ch. 7 Development of Human Locomotion
Module 3, Week 5: **Oct. 7-13, 2013**	TOPICS: • Ch. 8 Development of Ballistic Skills • Ch. 9 Development of Manipulative Skills
Module 3, Week 6: **Oct. 14-20, 2013**	TOPICS: • Observation assignment (Due: Sunday, October 20) • Project Proposal Uploading (Sunday, October 20)
Module 4, Week 7: **Oct. 21-27, 2013**	TOPICS: • Ch. 10 Sensory-Perceptual Development • Ch. 11 Perception and Action in Development
Module 4, Week 8: **Oct. 28-Nov.3, 2013**	TOPICS: • Review • Midterm #2 (Friday, November 1)
Module 5, Week 9: **Nov. 4-10, 2013**	TOPICS: • Ch. 12 Social and Cultural Constraints in Motor Development • Ch. 13 Psychosocial Constraints in Motor Development
Module 5, Week 10: **Nov. 11-17, 2013**	TOPICS: • Ch. 14 Knowledge as Functional Constraint in Motor Development

Module 6, Week 11: **Nov. 18-24, 2013**	TOPICS: • Ch. 15 Development of Cardiorespiratory Endurance • Ch. 16 Development of Strength and Flexibility
Module 6, Week 12: **Nov. 24 - 30, 2013**	TOPICS: • Ch. 17 Development of Body Composition • Ch. 18 Conclusion: Interactions Between Constraints
Module 7, Week 13: **Dec. 1-8, 2013**	TOPICS: • Project Presentations (Schedule to be determined by class.)
Module 7, Week 14: **Dec. 9-16, 2013**	TOPICS: **Course Wrap-up:** • Final Exam (December 16) • Self-Evaluation (Due: December 18)

COURSE ASSESSMENT:

1. Online forum postings, Elluminate sessions & online participation:	**10%**	Continuous
2. Midterm #1 (Chapters 1-5):	**15%**	Mon. Sept. 30
3. Observation:	**5%**	Due: Sun. Oct. 20
4. Midterm #2 (Chapters 6-11):	**15%**	Fri. Nov. 1
5. Research Project: **Project Presentation:**	**15%** **5%**	Dec. 1-8
6. Final Exam (Cumulative: Chapters 1-18):	**30%**	Mon. Dec. 16
7. Self-Assessment:	**5%**	Due: Wed. Dec. 18

Online postings and Elluminate Participation:

Throughout the course there are many discussion forums to which you must contribute. Please refer to the **Program Information Page** in the "Course Information and Orientation" section and review the **Discussion Board Rubric** and **Netiquette: Appropriate Network Etiquette** prior to first postings within a discussion board/forum.

Participation in the Elluminate sessions is required of all students. If there is an unforeseen reason you are not able to attend an Elluminate session, advanced notification to the course facilitator is

requested. In the event that you miss an Elluminate session, you will be given access to a recorded copy of the Elluminate session that you missed.

Assignment Policy:

All assignments are requested to be digitally submitted on the day they are due. **Digital submissions will be accepted up until 11:59pm on the due date.** Extensions on assignments may be granted and must be negotiated with the instructor **prior** to the due date and with a date specified for late submission. A penalty of 10% per day will be deducted from the final mark of an unapproved late assignment. **All submissions are to contain a title page (where applicable) including: student name, course number and assignment title. It is the goal of the instructor to have grades posted on Moodle within a week of the due date.**

See section on required resources for information about software use for assignments.

Student Rights and Responsibilities:

Please use your GPRC student email address. All correspondence regarding this course will be communicated through this webmail address. When sending emails to the course instructor, be sure to state which course you are corresponding about in the "Subject" box.
Please refer to the Student Rights and Responsibilities policy in the Grande Prairie Regional College Calendar or at http://www.gprc.ab.ca/downloads/documents/StudentRightsandResponsibilities.pdf

Plagiarism and Cheating:

We expect honesty from our students. Penalties will be given according to the degree of the plagiarism or cheating. If you are unsure whether an action is plagiarism or not, please consult the Library student resource center or refer to the Student Conduct section of the College Admission Guide at http://www.gprc.ab.ca/programs/calendar/ or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	**4-point Equivalent**	**Percentage Guidelines**	**Designation**
A+	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A–	3.7	80 – 84	FIRST CLASS STANDING
B+	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B–	2.7	70 – 72	
C+	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C–	1.7	60 – 62	
D+	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline