DEPARTMENT OF HEALTH AND KINESIOLOGY
MISSISSIPPI UNIVERSITY FOR WOMEN

HK 371: Motor Development

Textbook:

Payne, V.G., & Isaacs, L.D. (2002). Human motor development: A lifespan approach, 5th Edition. Mountain View, CA: Mayfield Publishing Company.

Catalog Description:

The study of motor development and correlates of motor skill acquisition. Included are the psychological, sociological and physiological factors which affect the rate and manner in which motor skills are learned.

Course Description:

The purpose of the course is to prepare students in exercise science and physical education majors to acquire a knowledge base of motor development and behavior across the lifespan. The student will develop a competency in understanding the process of motor development from infancy to adulthood, the changes that occur in the ability to move, the stages that underlie these changes, and the factors that produce them.

Goals and Objectives:

After completing the requirements of this course, students will:

1. Identify and describe age-related changes that take place during an individual's lifespan.
2. Define and apply terminology used in motor development literature.
3. Identify and discuss theoretical perspectives of motor development.
4. Identify research methodology used for understanding the developmental processes.
5. Discuss and apply ways in which physical growth and maturation are assessed.
6. Identify genetic and environmental factors that influence both normal and abnormal embryonic, fetal, and postnatal growth.
7. Identify and describe the reflexive movements evident in the first months of life.
8. Describe how the reflexive skills emerge into voluntary movements in later months of life.
9. Identify motor milestones in the infant.
10. Describe qualitative changes in locomotive skills in childhood.
11. Describe qualitative changes in skill performance that occur during pre-adolescence and adolescence.
12. Describe the qualitative changes in skills including jumping, throwing, kicking, striking, rolling, catching, that occur in childhood.

13. Describe the adverse changes that occur in the process of aging.
14. Identify and explain the gender difference in skill development and performance.
15. Describe how visual, kinesthetic, and auditory development contributes to skill development.
16. Explain intersensory integration as a factor in development.
17. Explain perceptional motor development; cite experiences and activities that improve perceptual-motor development.
18. Describe the individual's response to demands of endurance activities and the relationship of these activities to physical growth and training.
19. Explain the changes that occur in the use, amount, and retention of information from childhood to older adulthood.

Course Outline

I. An Overview of Development

A. Introduction to Motor Development
B. Cognitive and Motor Development
C. Social and Motor Development
D. Perceptual-Motor Development

II. Factors That Affect Development

A. Prenatal Development Concerns
B. Effects of Early Stimulation and Deprivation

III. Physical Changes Across the Lifespan

A. Growth and Maturation
B. Physiological Changes: Health Related Physical Fitness
C. Movement and the Changing Senses

IV. Movement Across the Lifespan

A. Infant Reflexes and Stereotype
B. Voluntary Movements of Infancy
C. Fine Motor Development
D. Fundamental Locomotion Skills of Childhood
E. Fundamental Object-Control Skills of Childhood
F. Youth Sports
G. Movement in Adulthood

V. Assessing Motor Development and Implementing a Program

A. Assessment
B. Planning and Conducting Elementary Movement Programs

Final Grade:

See the Assignments/Due Dates for points and additional information. The number of points earned divided by the test grades, an average of lab grade, an average of critique grades and the presentation will be the final grade. One drop grade may be taken but not the final. No, absolutely no, makeup tests will be given; if one has to miss a test, it will count as the drop grade. If that person has already dropped a grade, the student will receive a zero for that test. The test announced at least a week in advance and will cover various units.

A	90-100	D 60-69
B	80-89	F 59 or below
C	70-79	

Student Responsibilities

Written Exams and Quizzes—The student will be expected to read each chapter before allotted class time. The written exams and quizzes will be based on reading assignments, article reviews, and discussion in class.

Article Reviews—The student will read the assigned article or article selected by the student and submit it to the instructor in a computer generated summary.

Laboratory Assignments—The student will complete laboratory assignments in a format set forth by the instructor. A separate instruction guide will be distributed to the student for each lab assignment.

Oral Presentation—The student will present to the class an assessment tool used in the area of motor development. A separate instruction guide will be distributed to the student for the oral presentation.

Class Attendance—Students are to attend and participate in all class sessions.

Assignments—All assignments are to be computer generated. All assignments, reports, and other related coursework are to be turned in at the beginning of the class period on the date due. Nothing will be accepted beyond the due date without prior approval of the instructor.

Reading—Students are to read chapters prior to class so that he/she can ask and answer questions, complete quizzes successfully, and be involved in discussions and assignments.

Disabilities—Reasonable accommodations for persons with documented disabilities will be made. It is the responsibility of individuals with disabilities to notify the instructor so that necessary and appropriate modifications can be implemented.