

**Southeast Missouri State University
Course Syllabus**

Department of: Health, Human Performance and Recreation

Course No.: PE 305

Title of Course: Motor Development and Learning

Revision: Spring 2010

**Department Approved February 8, 2010
College Council Approved March 3, 2010**

I. Catalog Description and Credit Hours of Course:

An examination of motor development across the lifespan. The course also examines the factors that affect the acquisition and performance of motor skills, and their application to the teaching-learning process. Two hours lecture and two hours lab per week. (3)

II. Pre- Co-requisite:

III. Objectives of the course:

Teacher candidates will:

- A. Describe and apply bioscience and psychological concepts to skillful movement, physical activity, and fitness. (1.4) [Q1.2.1.1]
- B. Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains. (2.1) [Q 1.2.2.2]
- C. Understand the biological, psychological, sociological, experiential, and environmental factors that impact developmental readiness to learn and refine movement skills. (2.2) [Q 1.2.2.1]
- D. Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task. (2.3) [Q 1.2.2.4]
- E. Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas (6.6) [Q 1.2.1.5]
- F. Create and use appropriate instructional cues and prompts for basic motor skills, rhythms, and physical activities based on the wide range of students' developmental. (6.9) [Q 1.2.51]
- G. Identify, select, and implement appropriate instruction that is sensitive to the strengths/weaknesses, multiple needs, learning styles, and experiences of K-12 students. (3.1) [Q 1.2.3.1; 1.2.3.2]
- H. Communicate managerial and instructional information in a variety of ways, all of which demonstrate sensitivity to all middle school students.(5.2, 5.3) [Q 1.2.7.2; 1.2.7.4]
- I. Use a variety of formal and informal assessment techniques, including involving learners in self-assessment, to assess learner performance, provide feedback, and communicate learner progress. (7.2, 7.3) [Q 1.2.8.1; 1.2.8.2]
- J. Use available resources to develop as a reflective professional (8.2) [Q 1.2.9.2]
- K. Demonstrate knowledge of current technologies and their application in physical education. (9.1, 9.2) [Q 1.2.11.1; 1.2.11.2]
[Q refers to MoSTEP Quality Indicators]

IV. Expectations of Students:

Each teacher candidate will:

- A. Attend class regularly.
- B. Prepare for and participate in class discussions and activities.

- C. Complete all assigned work in a timely manner.
- D. Participate in laboratory experiences
- E. Complete a practicum in an early childhood movement setting.

V. Course Content or Outline: Hours

Section 1: Motor Development

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|----|--|---|
| A. | An overview of motor development | 2 |
| | <ul style="list-style-type: none"> 1. History of motor development 2. Methods of studying motor development 3. Terminology used in motor development | |
| B. | Models of human development | 3 |
| C. | Theoretical models of motor development | 3 |
| D. | Factors affecting motor development | 3 |
| | <ul style="list-style-type: none"> 1. Factors within the individual 2. Factors in the environment 3. Physical task factors 4. Laboratory experiences | |
| E. | Phases of motor development | 4 |
| | <ul style="list-style-type: none"> 1. Infant reflexes and rhythmical stereotypies 2. Rudimentary movement abilities 3. Fundamental movement abilities 4. Specialized movement skills 5. Lab experiences | |
| F. | Childhood growth and development | 4 |
| G. | Perceptual motor-development in children | 5 |
| | <ul style="list-style-type: none"> 1. Perceptual abilities 2. Perceptual training 3. Perceptual-motor components 4. Perceptual-motor training 5. Laboratory experiences | |
| H. | Early childhood movement programs | 3 |
| | <ul style="list-style-type: none"> 1. Developmentally appropriate movement for infants and toddlers 2. Developmentally appropriate movement for preschoolers 5. Laboratory experiences | |

Section 2: Motor Learning & Control

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|----|---|---|
| H. | An overview of motor learning and control | 3 |
| | <ul style="list-style-type: none"> 1. Terminology used in motor learning | |
| I. | Motor control theory | 4 |
| | <ul style="list-style-type: none"> 1. Open-loop control system | |

2. Closed-loop control system	
3. Motor-program-based theory	
4. Dynamic pattern theory	
5. Laboratory experiences	
J. The classification of motor skills	2
1. One-Dimension classification system	
2. Gentile's Two-Dimensions Taxonomy	
3. Laboratory experiences	
K. The measurement of motor performance	3
L. Motor abilities	1
M. Attention and memory	4
1. Attention as a limited capacity resource	
2. Memory components, Forgetting, and Strategies	
N. Defining and assessing learning	3
1. Assessing learning by observing practice	
2. Assessing learning by retention tests	
3. Assessing learning by transfer tests	
4. Assessing learning from coordination dynamics	
5. Laboratory experiences	
O. The stages of learning	2
1. The Fitts and Posner Three-Stage Model	
2. Gentile's Two-Stage Model	
P. Transfer of learning	3
1. Positive transfer	
2. Negative transfer	
3. Bilateral transfer	
Q. Instruction and augmented feedback	4
1. Demonstration and verbal feedback	
2. Augmented feedback	
R. Practice conditions	4
1. Practice variability	
2. The amount and distribution of practice	
3. Whole and part practice	
4. Mental practice	

TOTAL HOURS = 60

VI. Required Textbooks:

Gallahue, D. L. & Ozmun, J. C. (2006). *Understanding motor development: Infants, children, adolescents, adults*, 6th Ed. Boston, MA: McGraw Hill Co.

Magill, R. A. (2007). *Motor learning: Concepts and applications*, 8th ed. Boston, MA: McGraw Hill Co.

VII. Basis for Student Evaluation:

A. Quizzes	10%
B. Assignments	25%
C. Exams	30%
D. Laboratory Experiences	15%
E. Synthesis Paper	10%
F. Early Childhood PE Practicum	<u>10%</u>
Total	100%

VIII Grading Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
< 59% = F

IX. Knowledge Base:

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education*, (2nd ed.). Reston, VA: Author.

National Association for Sport and Physical Education (2009). *Appropriate practices in movement programs for children ages 3-5*. Reston, VA: Author.

National Association for Sport and Physical Education (2009). *Active start: A statement of physical activity guidelines for children from birth to five years*. Reston, VA: Author.

X. Academic Honesty Statement:

The University's policy on Academic Honesty is summarized in the 2009-2010 Undergraduate Bulletin. Suspected academic dishonesty (plagiarism and cheating) will be handled following the *Protocol for Adjudicating Alleged Violations of Academic Honesty* as described in the policy.

XI. Students with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site:
<http://www6.semo.edu/lapdss/index.htm>.