



**COLLEGE OF HEALTH
DEPARTMENT OF HEALTH & KINESIOLOGY**

KINES 3551: Application of Human Motor Development Across the Lifespan

Course Syllabus – Summer 2022

This syllabus serves as an outline and guide for the course. The instructor may modify it at any time so long as reasonable notice of the modification is provided. The instructor may also modify the General Course Outline at any time to accommodate the needs of a particular class. If you have any questions or concerns about the syllabus, please contact the instructor for clarification.

COURSE INFORMATION

LOCATION: Canvas - Online
DATE/TIME: Asynchronous
CREDITS: 3 credit hours
PREREQUISITES: KINES 2500 – Foundations of Health and Kinesiology

INSTRUCTOR INFORMATION

NAME: Ryan D. Burns, Ph.D.
OFFICE: HPR-North Room 251
OFFICE HOURS: Thursday's from 10am–12 noon or online by appointment
CELL and TXT (801) 695-5035
EMAIL: ryan.d.burns@utah.edu

TEXT

Optional: Haywood, K. M., & Getchell, N. (2014). *Life Span Motor Development – 6th Edition*. Champaign, IL: Human Kinetics.

This text is available in the Campus Bookstore. It is also available in hard copy and as an ebook from amazon.com: <https://www.amazon.com/Life-Motor-Development-Kathleen-Haywood/dp/1450456995>

ADDITIONAL READINGS

Pertinent journal articles for review and other readings will be placed online.

COURSE DESCRIPTION

A common theme among kinesiology sub-disciplines is human movement. Understanding lifelong human development as it relates to the motor, affective and cognitive domains is critical for kinesiology professionals. A major goal of the course will be to understand developmental appropriateness of human movement across the lifespan.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, you will be able to:

- Describe major terms, concepts, and theories in lifespan motor development.
- Describe physiological development and neural development.
- Apply a constraints-based framework when explaining motor behavior in both childhood and adulthood.
- Identify and define the critical elements of fundamental motor patterns.
- Explain the reciprocal connections between physiology and psychology during aging. That is, changes in physiology can affect our capability for different behaviors, but at the same time, engaging in certain behaviors affects our physiology.

TEACHING and LEARNING METHODS

This class will use recorded audio lectures, readings, discussion, online media resources, and written assignments to deliver content. This course will emphasize the application of content to undergraduate study using different Canvas tools, approaches, and resources. Peer-reviewed research articles will be used to facilitate learning and understanding of course content and to develop critical thinking skills.

COURSE ASSIGNMENTS

The assignments developed to support and assess the course objectives listed above include major exams, online quizzes, homework assignments, and a semester research project. These assignments are described below. Detailed explanations and grading rubrics for each assignment will be posted on the Canvas course website when appropriate. Many of the assignments provided in this class will have a research focus pertaining to the topic of motor development within specific populations of individuals. Through these assignments, students will be asked to identify motor development research problems, critically evaluate quantitative and qualitative data presented in research manuscripts and present findings of an original research project.

Major Exams: There will be 3 major exams that cover a respective course section's content. The major exams are not cumulative. Each major exam will be 100 points and will be delivered online on Canvas. The exams will be open book and students will have 3 hours to complete a respective exam once started on Canvas. Exam questions will consist of multiple choice, matching, and short answer.

Quizzes: There will be 10 quizzes that cover the class content during the semester. Each quiz will cover the week's content consisting of 1 or 2 book chapters. The quizzes will be open book and students will have 20 minutes to complete a respective quiz once started on Canvas. These quizzes will be delivered in multiple-choice and short answer format. The quizzes will be worth 10 points each. Each quiz will be due on Monday by 11:59 pm.

Homework Assignments: Homework assignments will be assigned each week. Each homework assignment is 10 points each. The instructor will be available to assist students, if needed, via e-mail or via Zoom Monday through Friday. Each assignment will consist of 5-10 questions pertaining to weekly class content. Students will be given 1 week to complete each homework assignment once it is assigned. Each homework assignment will be due on Monday by 11:59 pm.

GRADING

Major Exams (3 @ 100 pts./ea.)	300 points
Quizzes (10 @ 10 pts./ea.)	100 points
Homework Assignments (10 @ 10 pts./ea.)	100 points
Total	500 points

Percent Range		Grade	Percent Range		Grade	Percent Range		Grade
93.0	100	A	80.0	82.9	B-	66.0	69.9	D+
90.0	92.9	A-	76.0	79.9	C+	63.0	65.9	D
86.0	89.9	B+	73.0	75.9	C	60.0	62.9	D-
83.0	85.9	B	70.0	72.9	C-	0	59.4	E

COURSE POLICIES

Late Assignments and Make-Ups for Missed Assignments/Exams: Make-ups for missed assignments and exams will only be allowed under the following conditions:

- Athletic or other University-Sponsored Absences
 - Students must provide travel dates and times via a signed memo from the University-sponsored group no more than one week prior to the dates of travel.
- Military, State, or Federal Service
 - Students must provide military orders or other documentation of government service prior to absentee dates.
- Illness
 - The instructor must be notified of the illness prior to the scheduled assessment or as soon as possible thereafter.
 - Additional language to consider if you want students to provide documentation: Students must provide a valid medical excuse signed and dated by a health care provider.
- Other Extenuating Circumstances
 - In all other circumstances, it will be the prerogative of the instructor whether or not a student will be allowed to make-up an assessment. In any case, authentic documentation will be required.
- Vacations are not extenuating circumstances.
- Technology failures are not extenuating circumstances. If you are traveling and you know that you have an assignment or exam due on canvas or via email, it is your responsibility to ensure you have internet connection to submit the assignment correctly and on time.
- Students can turn in late homework/make up quiz for up to one-week past the due date for 50% maximum credit. After one-week past the due date = 0% credit.

Mental Health Break: Students will have the opportunity to have a mental health break during Summer 2022 semester to facilitate good mental health during the COVID-19 pandemic. No homework or quiz will be due during a mental health break. Mental health breaks will be scheduled on an individual basis for 1 week during Summer 2022 semester. Mental health breaks cannot be used during weeks when there is a Major Exam. Please contact the instructor to schedule a Summer 2022 mental health break.

TRACKING GRADES and GRADING POLICY

Students are responsible for tracking their own grades throughout the term and for knowing the registration, drop and withdrawal dates for the semester. Course letter grades will be based on cumulative scores from assignments, quizzes, and exams. Once the assigned work is completed and grades are submitted, they can only be changed if the instructor has made a mathematical or recording error. The instructor will not assign additional work to individuals after the fact to improve a grade. Letter grades are not negotiable.

COMMUNICATION

Announcements: The announcement feature in Canvas will be used to broadcast messages intended for everyone enrolled in the course. You should check for new announcements on a regular basis and whenever you log in to Canvas.

Discussions: The discussion board feature in Canvas will be used for online discussions about specific topics; as a place to post questions and answers among students and faculty; and as a place for students to communicate with each other.

Email: Please use Canvas email to communicate with the instructor about this course. Other email clients may be used whenever Canvas is not operational on campus or if the topic is not related to the class. Use email (not the discussion board) if a message is private in nature. Check your email frequently since this is the primary means of direct communication. Students should check for new email on a regular basis and whenever they log in to Canvas.

Responses from the instructor: Unless otherwise noted, you may expect a response from the instructor within 48 hours.

ONLINE GUIDELINES

There are unique responsibilities that come with participating in a course with an online component.

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums. Equipment failures will not be an acceptable excuse for late or absent assignments.

Classroom equivalency: Online communications, including e-mail, discussion threads, and chat rooms are equivalent to communication in a physical classroom and are subject to the Student Code of Conduct. Specifically:

- Posting photos or comments that would be off-topic or offensive in a classroom are also off-topic in an online discussion thread.
- Off-color language (swearing) is never appropriate.
- Using angry or abusive language is called "flaming", and is not acceptable.
- Do not use ALL CAPS, except for titles, because it is the equivalent of shouting online. Avoid overuse of certain punctuation marks such as exclamation points (!!!!!) and question marks (?????). Multiple punctuation marks used occasionally for emphasis is acceptable.
- Online communications, including e-mail in Canvas, are University property and subject to GRAMA regulations. Privacy regarding communication in Canvas must not be assumed unless mutually agreed upon in advance.

As with assignments, the instructor will respond to email in a reasonable amount of time (usually with 48 hours). Use the Canvas email address as the preferred means of communication.

TECHNOLOGY REQUIREMENTS AND ASSISTANCE

The following Online course guidelines apply:

- It is your responsibility to maintain your computer and related equipment in order to participate in the online component of this course.
- Equipment failures will not be an acceptable excuse for late or absent assignments.
- You are responsible for making sure your assignments, including attachments, are received before the deadline.
- You are responsible for submitting assignments with the required naming convention, correct file extension, and using the software type and version required for the assignment.
- Your instructor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

Resources for technology related questions include:

UOnline: <https://uonline.utah.edu/>
Email: uonline-admin@lists.utah.edu
Phone: (801) 585-5959

TLT (Teaching and Learning Technologies): <http://flt.utah.edu/>
Email: webct-admin@lists.utah.edu
Phone: (801) 585-0536

Turning Technologies: <http://www.turningtechnologies.com/>
Email: support@turningtechnologies.com
Phone: (866) 746-3015

STATEMENT ON ACADEMIC HONESTY

Cheating will not be tolerated. Any evidence of cheating will be fully investigated and the maximum penalty will be applied under the circumstances. The [Code of Student Rights and Responsibilities](#) specifies students' rights and consequences of conduct involving cheating, plagiarism, collusion, fraud, theft, etc.

Wherever the ideas or words of others appear in your work they must be properly cited. Failure to make clear the sources of any outside material that you incorporate in your work constitutes plagiarism and is against University policy.

FACULTY AND STUDENT RESPONSIBILITIES

“All students are expected to maintain professional behavior in the classroom setting, according to the [Student Code](#), spelled out in the [Student Handbook](#). Students have specific rights in the classroom as detailed in Section II of the Code. The Code also specifies proscribed conduct

(Section III) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content.” “According to [Faculty Rules and Regulations](#), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“[Faculty]...must strive in the classroom to maintain a climate conducive to thinking and learning.” <http://regulations.utah.edu/academics/6-316.php>

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” <http://regulations.utah.edu/academics/6-400.php>

UNIVERSITY POLICIES

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA. Accommodations can only be made once the student has gone through the application and assessment process and the staff have indicated that an accommodation is warranted.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

The Code of Student Rights and Responsibilities. The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

Drop/Withdrawal. The last day to drop (delete) classes is Wednesday, May 26th; the last day to withdraw from this class is Friday, June 24th, 2022. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Campus Safety. "The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu."

Based on CDC guidelines, the university requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code. Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the [Center for Disability and Access \(CDA\)](#). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

UNIVERSITY RESOURCES

Veterans Center. If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 418 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center. If you are a member of the LGBTQ community, I want you to know that my classroom is a safe environment. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

American Indian Students. The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive "home-away-from-home" space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: American Indian Resource Center 801-581-7019; diversity.utah.edu/centers/airc; Fort Douglas Building 622 1925 De Trobriand St. Salt Lake City, UT 84113

Black Students. Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: Black Cultural Center 801-213-1441; diversity.utah.edu/centers/bcc; Fort Douglas Building 603 95 Fort Douglas Blvd. Salt Lake City, UT 84113

Students with Children. Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of childcare for University students, faculty and staff. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: **Center for Childcare & Family Resources**; 801-585-5897; childcare.utah.edu (<https://childcare.utah.edu/>); 408 Union Building 200 S. Central Campus Dr. Salt Lake City, UT 84112

Undocumented Students. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. For more information about what support they provide and links to other resources, view their website or contact: Dream Center 801-213-3697; dream.utah.edu (<http://dream.utah.edu/>); 1120 Annex (Wing B) 1901 E. S. Campus Dr. Salt Lake City, UT 84112

Women. The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact: **Women's Resource Center** 801-581-8030; womenscenter.utah.edu; 411 Union Building 200 S. Central Campus Dr. Salt Lake City, UT 84112 (<https://womenscenter.utah.edu/>)

Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

The Center for Disability and Access. The Center for Disability and Access provides accommodations and services to students at the University of Utah whose condition significantly impacts their ability to function in the academic setting. Specific accommodations that are available to students depend on the documentation of the disability, the essential elements of the course, and the functional limitations created by the student's disability. In order to qualify for accommodation, students must schedule an appointment with CDA. More information about accommodations and services as well as how to qualify for services can be found on their website: <https://disability.utah.edu>

KINES 3551: Application of Human Motor Development Across the Lifespan
 Summer Semester 2022
 Tentative Class Schedule

Section	Week	Date	Topic	Assignment
1	1	May 16 th to 23 rd	Chapters 1 & 2 Fundamental Concepts and Theoretical Perspectives	Homework 1 Quiz 1 <u>Due May 23rd</u>
1	2	May 23 th to 30 th	Chapters 3 & 4 Principles of Motion and Stability; Growth, Maturation, and Aging	Homework 2 Quiz 2 <u>Due May 30th</u>
1	3	May 30 th to June 6 th	Chapter 5 Development and Aging of Body Systems	Homework 3 Quiz 3 <u>Due June 6th</u>
1	4	June 6 th to 13 th	MAJOR EXAM #1	MAJOR EXAM #1 <u>Due June 13th</u>
2	5	June 13 th to 20 th	Chapters 6 & 7 Early Motor Development and Development of Locomotion	Homework 4 Quiz 4 <u>Due June 20th</u>
2	6	June 20 th to 27 th	Chapters 8 & 9 Development of Object Control Skills	Homework 5 Quiz 5 <u>Due June 27th</u>
2	7	June 28 th to July 5 th	Chapters 10 & 11 Sensory-Perceptual Development	Homework 6 Quiz 6 <u>Due July 5th</u>
2	8	July 5 th to 11 th	MAJOR EXAM #2	MAJOR EXAM #2 <u>Due July 11th</u>
3	9	July 11 th to 18 th	Chapter 12 Social and Cultural Constraints	Homework 7 Quiz 7 <u>Due July 18th</u>
3	10	July 18 th to 25 th	Chapter 13 Psychosocial Constraints	Homework 8 Quiz 8 <u>Due July 25th</u>
3	11	July 25 th to Aug 3 rd	Chapter 14 Knowledge as a Constraint	Homework 9 & 10 Quiz 9 & 10 <u>Due August 3rd</u>
3	12	August 4 th to 5 th	MAJOR EXAM #3 (Final)	MAJOR EXAM #3 <u>Due August 5th</u>