Course Description: Explanation of changes in human motor patterns across the life span with emphasis on internal and external factors that relate to these changes. Applying research and theory from motor development to encourage physical activity across the lifespan; understand best practices in teaching motor development; an emphasis on extending current research and designing new research projects.

Professor: Dr. Tao Zhang

- Class times: Monday, 6:30 - 9:20 PM
- Classroom: LANG 201
- Office: PEB 210B; (940) 565-3415 or (940) 565-2651 (Main Office)
- Outlook e-mail: Tao.Zhang@unt.edu
- Office Hours: T & TH, 12:00-2:00 PM, all other times by appointment only

Required Text:


The course will also focus on original publications available via the library or posted as pdf.

Recommended Text:


Required on the Web: [http://unt.instructure.com](http://unt.instructure.com). All materials for the course are on Canvas.

Course Objectives:

Classes will be a combination of lecture, discussion and student lead activities. A student who successfully completes this course should be able to:

1. Distinguish among and appropriately use growth, maturation, development, learning, and developmentally appropriate, among other motor development terms;
2. Formulate, effectively express and apply a developmental perspective;
3. Identify the relative weighting of nature and nurture at important points on the developmental timeline (birth, early childhood, adolescence, maturity, old age) and relate this to performance in each domain (physical, psycho-motor, cognitive and affective);
4. Describe changes in motor development across the lifespan with the research that provides evidenced of those changes;
5. Connect the factors underlying developmental changes using theory, models and research to the observable changes;
6. Apply developmentally appropriate practice to a variety of settings including physical therapy, physical education, and research design;
7. Read and analyze the motor development literature; discuss that literature using appropriate language; apply motor development research and theory to real world problems and settings;
8. Critique motor development research and theory;
9. Design research projects to extend current published research or address unknowns;
10. Understand and apply guidelines for teaching undergraduate motor development, including appropriate supporting laboratory experiences.

Course Requirements (Total Points = 1000):

1. Lead Class Discussion (1 @ 50 points). Each student will lead the discussion of an assigned reading one time during the semester. These will be completed as assigned. Submit, in writing, a summary of the points you will bring forward in the discussion; handouts, PowerPoint are helpful. The goal is lead the class guiding them through the material, not lecture.
2. Article Review and Presentation (complete 4 of these @ 50 points each; total 200 points). Each student will review four research articles and prepare for four in-class presentations. Students must write two-page reviews (double spaced) summarizing the key components of the articles. The review may include the following points 1) rationale (theoretical framework), 2) hypothesis (what they thought would happen), 3) method (how they did it), 4) results (what they found), 5) discussion (what the results mean), and 6) implications. Reviews that are longer than two pages, do not use APA referencing will be deducted points. You then prepare for in-class presentations for 20 minutes based on your PowerPoint. You can earn a maximum of 50 pts for reviewing each article (30 pts) and each presentation (20 pts).
   a) Students will find research articles related to a topic discussed in class.
   b) Critique the reading. Identify strengths and weaknesses of the papers.
   c) Identify one (important) “remains unknown” fact or issue.
   d) Briefly describe the “next” step(s) for research or theory
   e) In 1-2 sentences and a few (2-7) bullet points apply the findings to practice (e.g., use in schools, therapy or living centers, a real world setting).
3. Literature Review Project and Presentation (1 paper @ 250). Each student will be required to complete and turn in a major class project in the form of a literature review (10-12 page; double spaced). Each student will present his/her project in a 25 minute presentation during class (created in PowerPoint). Students will be graded on the class project content, APA format, and presentation skills demonstrated. You can earn a maximum of 250 pts for class project (200 pts) and in-class presentation (50 pts).
4. Nature versus Nurture Paper (1 paper @ 200).
   a) The goal of this paper is to describe the relative importance of nature and nurture at five points of the lifespan (birth, early childhood, adolescence, maturity, old age).
   b) Consider the typical person and someone extraordinary (an expert, very old) in your discussion.
   c) Consider the four domains in your discussion (physical, psycho-motor, cognitive, affective).
   d) Use reference citations of appropriate research to support your position.
5. Principles of Motor Development Paper (1 @200; recommended for Master’s students).
a) For each of the principles of motor development explain the principle through your own example (an example you create).

b) Read an original scholarly paper for each principle; demonstrate how that paper supports the principle.

c) The principles are: Children are more alike than different; Children are not miniature adults, Nobody (or no body) is perfect; Good things are earned; As you get older you get better until you get old than you get worse.

d) Demonstrate that you understand each principle, can apply the principle and express your knowledge effectively.

6. Research Proposal (1 @ 200 points; recommended for doctoral students)
   a) Using one of the research summaries and a “remains unknown”, develop a research proposal (12-15 page; double spaced).

b) Include
   1) Short literature review
   2) A statement of the problem from the literature review
   3) Method (meta-analysis, experiment, descriptive study) to address the problem
   4) References

7. Wild Card (1 @ 100 points). Select either Nature-Nurture, Principles of Motor Development or the Research Proposal to be valued at 300 points instead of 200 (the percent earned of 200 will be applied to 300). If you do not select one, I will apply it to your highest grade.

8. Extra Credit (1 @ 20 points). Extra points will be available in this class.

Grading

- A = 90-100% = 900 pts or higher.
- B = 80-89.9% = 800 – 899
- C = 70-79.9% = 700 – 799
- D = 60-69.9% = 600 – 699
- F = 60% or lower= 599 and lower

Attendance:

Attendance will be taken at the BEGINNING of the class hour and/or at other times during the class. If you are absent when attendance is taken, you ARE ABSENT. Even if you were in class a few minutes later (or earlier), you will be counted absent if you are not present when attendance is taken. If you need to arrive at a specific class later than normal or leave earlier than normal, please let the instructor know. Arriving late or leaving early is NOT to be a general practice. If this is your practice, you will simply be counted absent. We need you in class to participate and engage in class activities. It is impossible for the instructor to differentiate between “excused and unexcused” absences. Thus, an absence is an absence. To be fair to all, the instructor does NOT DIFFERENTIATE AMONG ANY TYPE OF ABSENCES. If you are absent on military orders please provide a copy of your orders to the Instructor PRIOR to your leaving. If you are traveling on University of North Texas business, you MUST complete the required form from the Office of the Dean of Students to not have the absence count against you. This form MUST be turned in within 2 class periods of your return to class. Otherwise, you will be counted absent. Any student missing more than FOUR CLASSES FOR ANY REASON will receive a grade of F in this course.
All students are expected to arrive on time, have reviewed the class Internet site, have read material PRIOR to coming to class, and be prepared to participate in class activities. Students are NOT to read the newspaper, conduct other work, sleep, or otherwise be non-participating in class. Such student actions are unprofessional and disrespectful to fellow classmates and to the instructor. Such actions disturb your classmates and/or the professor. Students who behave in any of these inappropriate manners will be asked to leave the classroom and will be counted absent for that period. Do NOT simply stop coming to class without taking formal steps to drop the course. The instructor will drop you “passing” (WP) until the point in the semester where this is no longer possible. Students who simply stop coming to class and do not go through the formal drop procedure will be assigned a grade of “F” at the end of the semester.

**American with Disabilities Compliance:**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Family Educational Rights and Privacy Act (FERPA Information):**

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of the class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, assignments, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting ONLY their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in your being identified by other students or faculty members.

**Academic Dishonesty:**

Cheating will not be tolerated in this class. You are not to receive information from another student or give information to another student during an exam or quiz. You are to use only your memory. Students caught cheating during an exam will be charged under the University’s Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating
academic dishonesty. Cheating refers to collaborating on assignments that are not meant to be group work, and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person.

Acceptable Student Behavior:

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

SPOT (Student Perceptions of Teaching):

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class. Completion of the SPOT evaluation will add 20 points to your final grade. To receive credit for the SPOT evaluation, please complete the evaluation and submit a screen print of your receipt to the appropriate place on blackboard. DO NOT email a copy of your SPOT receipt to me. You will not get credit.

Email etiquette

Use of Email. The only email address to be used for the class is your official UNT email address. Please check it frequently. I will use Canvas for announcements and email for emergencies.

1. Keep emails to a minimum! Ask general questions in class.
2. The instructor’s e-mail address is tao.zhang@unt.edu and that is the communication avenue you should use.
3. It is recommended that you put “KINE 5030/6030 [and whatever else is appropriate]” in the subject line of your e-mail communication so that the instructor is aware that this is communication about KINE 5030/6030. Please make sure that your name is on the email somewhere.
4. Do not include your UNT-ID number (or Social security number) in any emails!
   No questions about grades and/or specifics about exam questions will be answered by email.

THE TIME TO BE CONCERNED WITH YOUR GRADE IS NOW AND NOT AT THE END OF THE SEMESTER!

We Will Have a Wonderful Learning Experience! Enjoy Our Class!!
(Please Print)

Name:___________________________
Phone:(       )______________________
Student ID:_______________________
E-Mail:___________________________
Year in School:_____________________
Major:___________________________
Minor:___________________________

This certifies that I have read the syllabus and understand the requirements for this course, including the Policy on Cheating and Plagiarism. I agree to abide by academic honesty. As such, I verify that all work done in this class will be my own. I understand that violating the policy will result in an automatic “F” for the course and referral to the Dean of Students for disciplinary proceedings.

Signature:___________________________
Printed Name:___________________________
Date: __________