

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 91-25a
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: HP 210 Motor Development
Suggested 20 Character Course Title: Motor Development
Department: Health and Physical Education
Contact Person: Dr. James Mill

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Lois A. Clark Department Curriculum Committee
James Mill Department Chairperson
Thomas R. ... College Curriculum Committee
David E. Wingard College Dean *

_____ Director of Liberal Studies (where applicable)
_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

COURSE SYLLABUS

I. CATALOG DESCRIPTION

HP 210 - Motor Development

2 credits

2 hours

Should be taken concurrently with HP 200

(2c-01-2sh)

A study of the processes of growth and development and their effects upon human motor behavior across the lifespan. Includes changes during physical growth, maturation and aging, and subsequent effects upon cognitive, perceptual and physiological performance, both individually and within a sociocultural context.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

HP 210 - Motor Development 2 credits
2 hours
Should be taken concurrently with HP 200 (2c-01-2sh)

A study of the processes of growth and development and their effects upon human motor behavior across the lifespan. Includes changes during physical growth, maturation and aging, and subsequent effects upon cognitive, perceptual and physiological performance, both individually and within a sociocultural context.

II. COURSE OBJECTIVES

At the completion of this course, the student will be able to:

- A. identify changing motor behavior across the life span.
- B. identify factors affecting motor development including, physical growth and physiological changes, perceptual and cognitive changes, sociocultural practices, and interventions as defined by the Motor Development Academy of the American Alliance for Health, Physical Education, Recreation and Dance.
- C. describe information processing changes related to memory and mental capacity at different development stages.
- D. apply motor development theory when planning for instruction in physical education.

III. COURSE OUTLINE

- A. Changes throughout the life span: a developmental perspective (3 hours)
 1. Age related changes
 2. Terminology in motor development
 3. Theoretical issues in development
 - a. Perspectives: biology versus psychology
 - b. Theories in developmental psychology
 - c. Contemporary issues

- B. Process of Growth and Maturation (4 hours)
 - 1. Growth measures
 - 2. Maturation measures
 - 3. Age differences
 - 4. Gender differences
- C. Motor behavior during early years (2 hours)
 - 1. Skills (refinement)
 - 2. Reflexes
 - 3. Motor milestones (locomotion, from creeping to walking)
- D. Motor behavior during childhood (4 hours)
 - 1. Mechanical principles
 - 2. Stability
 - 3. Application of force
 - 4. Action/reaction principles
 - 5. Open kinetic chain
 - 6. Qualitative changes in motor skills
 - a. Locomotor
 - b. Ballistic movements
 - 7. Developmental sequences for motor skills
- E. Motor behavior during preadolescence through adulthood (4 hours)
 - 1. Motor performance : quantitative improvement
 - 2. Assessment: quantitative versus qualitative
 - 3. Performance variables
 - a. Physique
 - b. Body composition
 - c. Strength
 - d. Coordination
 - 4. Skill refinement
 - a. Ability to combine basic skills into integrated sequences
 - b. Ability to integrate skills in a dynamic environment

5. Performance in middle and older adulthood: qualitative analysis
 - a. Peak performance
 - b. Quantitative performance
 - c. Qualitative performance

- F. Correlates of motor development (8 hours)
 1. Perceptual motor development
 - a. Vision and perception
 - b. Gender differences
 - c. Intersensory integration
 - d. Perceptual motor theories
 - e. Perceptual motor activities

 2. Physiological change
 - a. Exercise response
 - b. Gender differences
 - c. Aerobic training effects
 - d. Strength development and training
 - e. Flexibility
 - f. Body composition

- G. Information processing and memory
 1. Attention and selective filtering
 2. Motor programs (schemata)
 3. Augmented feedback
 4. Speed of processing
 5. Memory processes
 - a. Short-term and long-term memory
 - b. Control processes
 1. Rehearsing
 2. Naming and labeling
 3. Grouping and chunking
 4. Combining and recoding
 5. Recoding
 6. Memory changes during adulthood

- H. Sociocultural influences on motor development (3 hours)
 1. Social agents
 - a. Family units
 - b. Individual roles
 - c. Peers
 - d. Teachers and coaches

 2. Social situations - play environments, games and toys

3. Personal attributes - feelings of success and perceived motor ability
4. Ethnic and cultural differences

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 50% Two tests (midterm and final) consisting of multiple choice and short answer essay. 50 points each.
- 25% Laboratory Assignments: Students will view video tapes of children's movements at different developmental levels and will complete movement analysis questionnaires. 25 points total.
- 15% Committee Research Project: Small groups (3 students) will be assigned a specific topic and age group. Each group will prepare a written (10%) research paper and make an oral presentation to class (5%). 15 points total.
- 10% Quizzes. Two unannounced quizzes will be given on textbook assignments. 10 points.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbooks:

Haywood, Kathleen M. (1988) Lifespan motor development. Champaign, Ill: Human Kinetics Publishers.

Haywood, Kathleen M. (1988) Laboratory manual for lifespan motor development, Champaign, Ill: Human Kinetics Publishers.

VI. BIBLIOGRAPHY

Buennen, G.P., Malina, Van't Hof, Simons, Ostyn, Rensen, and Vangerven.(eds) (1988). Adolescent growth and motor performance. Champaign, Ill: Human Kinetics Publishers.

Calhoun, Donald W. (1987). Sport, culture, and personality. Champaign, Ill: Human Kinetics Publishers, Inc.

- *Corbin, Charles B. (1980). A textbook of motor development Dubuque, Iowa: Wm. C. Brown Company Publishers.
- *Espenschade, A.S. and H.D. Eckert. (1980). Motor development. Columbus, Ohio: Charles E. Merrill.
- *Gallahue, David L. (1982). Understanding motor development in children. New York, NY: John Wiley & Sons.
- Kreighbaum, E. T. Barthelo, K.M. (1985). Biomechanics (2nd ed.) Minneapolis, Mn: Burgess Publishers, 1985.
- *McClenaghan, Bruce A. and David L. Gallahue. (1978). Fundamental movement: a developmental and remedial approach. Philadelphia, PA: Saunders.
- Newell, K.M., Physical Constraints to Motor Skills, in J.R. Thomas (ed) (1984). Motor development during childhood and adolescents, Minn. Burgess.
- Oded, B. (1989). Advances in pediatric sport sciences. Champaign, Ill. Human Kinetics Publishers.
- Oseid, Svein and Kai-hakon, C. (eds) (1989). Vol. XIII, Children and exercise, Champaign, Ill: Human Kinetics Publishers.
- Payne, G.V. and Isaacs, L.D. (1987). Human Motor Development -A Life Span Approach, Mountain View, Cal, Mayfield.
- *Ridenour, Marcella. (1978). Motor development. Monterey, CA: Princeton Book Company, Publishers.
- Roberton, M.A. (1984) Changing motor patterns during childhood and adolescence. Minn, MN. Burgess Publishing.
- Robertson, M.A. & Halverson, L.E. (1984). Developing children - their changing movement. Philadelphia. Lea and Feiber.
- *Rogers, D. (1982). Life-Span human development. Monterey, CA: Brooks/Cole Publishing.
- *Rothstein, A. L. (eds) (1976). Information Processing in children's skill acquisition. In R.W. Christina & D. M. Landers Psychology of motor behavior and sport. Champaign, Ill: Human Kinetics Publishers.
- Seefeldt, Vern and J. Haubenstricker. (1982). Patterns, phases, or stages: An analytical model for the study of developmental movement. In J.A.S. Kelso & J.E. Clark. The development of movement control and coordination. New York, NY: John Wiley & Sons.

*historical reference

- Smoll, F.A., Magill, and Ash. (eds) (1988) Children and sport. Champaign, Ill. Human Kinetics Publishers.
- Stull, G. and Eckert, H. (eds) (1987). Effects of physical activity on children. Champaign, Ill. Human Kinetics Publishers.
- Thomas, J.R. (1984). Motor development during childhood and adolescence. Minneapolis, MN: Burgess.
- Wickstrom, Ralph L. (1970). Fundamental motor patterns. Philadelphia: Lea and Febiger.
- Williams, Harriet G. (1983). Perceptual and motor development. Englewood Cliffs, N.J. Prentice Hall.
- Zaichkowsky, Leonard/Linda Martinek, Thomas. (1980). Growth and development: The child and physical activity. St. Louis, MO: The C.V. Mosby Company.

COURSE ANALYSIS QUESTIONNAIRE

- A1. Motor Development is designed as a core course for all undergraduate students in physical education and provides a unique perspective of developmental processes during growth and maturation which influence motor performance throughout the lifespan (from infancy to older adulthood). Currently, no other course in the HPE core addresses motor development in this manner, and so it is necessary that both the sports and the education majors take this course. The addition of Motor Development to the core will satisfy the minimum exit competencies for undergraduate students that were established by the Motor Development Academy of the American Alliance for Health, Physical Education, Recreation, and Dance. This course is not proposed for inclusion in the Liberal Studies Program.
- A2. This course does not require changes in content of existing courses.
- A3. The course will be taught using traditional teaching strategies: lecture, reciprocal, practice, and heuristic styles.
- A4. This course has not been offered on a trial basis
- A5. This course is not being offered as a dual-level course.
- A6. No variable credit will be given.
- A7. Motor Development is offered at the following universities:
1. University of Pittsburgh
Motor Development - 3 credits
Required for all undergraduate students in Health and Physical Education.
 2. West Chester University
Learning and Movement, Perceptual Movement Theory - 2 credits
Required of all majors.
 3. Pepperdine University
Motor Learning and Development - 4 credits
Required of all majors.
 4. Rutgers University
Motor Development - 3 credits
Lecture, Laboratory class, required of all majors.
 5. Temple University
Growth and Development and Aging - 3 credits
Required of all majors.

- A8. 1. The Motor Academy of the Alliance for Health, Physical Education, Recreation and Dance recommends basic competencies.
- 2. Pennsylvania Standards for Program Approval and Teacher Certification, Standard V: The program shall require studies of growth and development.
- B1. This course is designed to be taught by one instructor.
- B2. No additional corollary courses are needed.
- B3. The content of this Motor Development course is specifically designed for the undergraduate student studying Health and Physical Education.
- C1. The department has three teachers who can teach this course. The facilities and equipment are satisfactory. Library resources need to be up-dated.
- C2. No grant funds are being utilized in preparation on teaching this course.
- C3. Motor Development will be offered each semester.
- C4. Two classes will be offered during the Fall and Spring Semesters.
- C5. Each class will have 24 students. The planned number is not limited by resources.
- C6. There is no professional society that recommends enrollment limits. Because of the written assignments and observations required, class size should be limited to 24 students.