Course Prefix & Number:  PE 3223

Course Title:  Motor Development and Movement

Credit Hours:  Three (3) semester hours

Course Type:  Lecture/Laboratory

Catalog Description:  Prerequisite: PE 3123 and BIO 1004. Two hours lecture. Two hours laboratory. A study of motor development, movement and child-centered approach to teaching movement in grades K-6.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.
Course Objectives:

1. Students will demonstrate knowledge of the developmental process of individuals throughout the lifespan CFPO # 2, 3 InTASC # 1, 2
2. Students will define theories/paradigms underlying developmental change CFPO # 2, 3 InTASC # 1
3. Students will discuss the interaction of cognitive and motor development throughout the lifespan CFPO # 2, 3 InTASC # 1
4. Students will describe the psycho-social interaction development and its effect on motor development CFPO # 2, 3 InTASC # 1
5. Students will describe health-related fitness and its relationship to motor development CFPO #2, 3 InTASC # 1
6. Students will describe the interaction of growth and motor development throughout the lifespan CFPO # 2, 3 InTASC # 1
7. Students will perform measurements of growth and developmental traits CFPO # 2, 4 InTASC #
8. Students will identify critical elements for fundamental motor skills and develop appropriate sequences CFPO # 2, 3, 10 InTASC # 1
9. Students will assess fundamental motor skill performance in children and adults CFPO # 1, 2, 4, 6, 7, 8, 10 InTASC # 1
10. Students will describe child-centered instructional approaches to facilitate motor development CFPO # 2, 3 InTASC # 1
11. Students will describe the relationship between assessment and planning for motor skill development CFPO # 2, 4, 5 InTASC # 1
12. Students will formulate and execute a development appropriate movement education lesson plan CFPO # 1, 2, 4, 5, 6, 7, 8, 10 InTASC # 1, 2, 3, 4, 5, 6, 7, 8

Topics to Be Covered:

Theoretical Foundations 12 hr
- Theories of Motor Development 6 hr
  - Maturational Theory 2 hr
  - Biological and Social Development Theory 2 hr
  - Intellectual Development Theory 2 hr
- Lifespan Examination 2 hr
- Information Processing 2 hr
- Current Issues 2 hr

Growth Charts 3 hr
- Growth and Maturation-Anthropometrics and graphing data 3 hr

Principles of Motion and Stability-Analysis of pictures 3 hr
- Development of Human Locomotion-Video analysis 3 hr
- Development of Ballistic Skills-Video analysis 3 hr
- Development of Manipulative Skills-Video analysis 3 hr

Teach fundamental skills to 3-5 year olds 3 hr
- Figurative language lesson plan 3 hr
- Perceptual Motor Skills 3 hr
Developmental task progression 3 hr
Environmental design field experience 3 hr

Required Text and Materials:


Required Library Reserve: Lab Readings (Tentative List)


Methods of Instruction:

A. Lecture (Objectives 1-12)
B. Laboratory Experiences (Objectives 1-12)
C. Class Discussion (Objectives 1-12)
D. Small Group Work (Objectives 1-12)

Suggested Student Activities:

1. Attend all lectures and participate in classroom discussions (Objectives 1-12)
2. Complete all small group activities (Objectives 1-12)
3. Read appropriate chapters in the textbook and supplementary reading materials (Objectives 1-12)
4. Complete lab assignments (Objectives 1-12)

Laboratory Activities:

- Lab 1. Research and Growth Charts-small group exercise (2%)
- Lab 2. Theoretical Foundations-small group exercise (2%)
- Lab 3. Growth and Maturation-Anthropometrics and graphing data (2%)
- Lab 4. Principles of Motion and Stability-Analysis of pictures (2%)
- Lab 5. Development of Human Locomotion-Video analysis (2%)
- Lab 6. Development of Ballistic Skills-Video analysis (2%)
- Lab 7. Development of Manipulative skills-Video analysis (2%)
- Lab 8. Child Development Center- Teach a fundamental skill lesson to class peers according do assigned ages (3-5 year olds) (4%)
- Lab 9. Child Development Center- Teach a fundamental skill lesson to class peers according do assigned ages (6-8 year olds) (4%)
- Lab 10. Child Development Center- Teach a fundamental skill lesson to class peers according do assigned ages (9-10 year olds) (4%)
- Lab 11. Perceptual Motor lab (2%)
- Lab 12. Developmental task progression lab (2%)

*This is a tentative schedule of labs to be covered. The above schedule may be modified and additional labs added.

**The labs will be uploaded onto myCourses and you will be responsible for printing out the lab sheets and bringing them to class.

MSU Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."
Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: www.msstate.edu/dept/audit/PDF/1207.pdf

**Technology:**

Not an aspect of this course.

**Diversity:**

Diversity related issues (physiological) will be addressed in Chapter 15 in the form of lecture and class discussion.

**Disability:**

Students having any special needs (i.e., disabilities, problems, or any other factors that may affect their performance in class) may receive specialized testing through Student Support Services (325-3335). These needs should be brought to the instructor’s attention during the first week of course. The instructor will meet with the student to ensure access to resources in the University and make appropriate instructional modifications as required. Accommodations will be made on a case by case basis, depending on the student’s needs.

**Field Component:** N/A

**Grading Criteria:**

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<thead>
<tr>
<th>Content/Points</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Tests/quizzes/assignments</td>
<td>80%</td>
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<tr>
<td>Professionalism/Participation</td>
<td>20%</td>
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</tbody>
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**Final Grade**

A = 90% or above
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%

**This syllabus is tentative and subject to change**

**Bibliography:**


