

EDKP-261 Motor Development (3 credits)

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Office Hours (Dr GENTIL): Tuesday 2:00-3:00 pm, room 210 Currie

Course outline
Fall 2018

Lectures:

Tuesday 11:35 am-1:25pm
Duff theatre 1

Labs:

1092	Monday	2:35-3:25 pm	Currie 304-(261-006)
1090	Thursday	11:35-12:25	Currie 304-(261-003)
1091	Thursday	12:35-1:25pm	Currie 304-(261-004)
1093	Tuesday	10:35-11:25	Currie 304-(261-005)
22389	Wednesday	2:35-3:25pm	Currie 304-(261-007)

I. COURSE DESCRIPTION

The purpose of this course is to provide the student with an understanding of 1) the sequence of motor development, 2) factors influencing the sequence of motor development and, 3) theoretical explanations of motor development. As motor development is a lifelong process, this course will explore developmental change in motor behavior over the entire lifespan.

II. OBJECTIVES

1. To gain knowledge and understanding regarding:
 - Principle of motor development
 - Early acquisition of movement control
 - Developmental sequences of motor patterns
 - The influence of biological changes on motor development
 - The influence of sensori-perceptual systems on motor development
 - The information processing and motor control in development
 - The social and cultural influences on motor development
2. To analyse developmental change from major theoretical perspectives and how they influenced educational practices.
3. To develop and/or improve observational skills of the 'common' developmental motor patterns

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III. COURSE TEXT

Haywood, K.M. and Getchel, N. (2014). Life span Motor development (6th Ed) Human Kinetics, Champaign, IL. This book contains ancillary products and on-line exercises which are accessible with [a key code](#).

Additional information contained in Carl P. Gabbart: Lifelong motor development 6th edition Pearson may support and complete this course.

IV. COURSE REQUIREMENTS

1. All prescribed Readings, attendance at labs
2. Mid-term quiz (20%) (online test)
3. Lab reports (35%)
4. Final comprehensive Exam in McGill exam period (45%)

Labs requiring a report are identified in the course content section as well as their weight. Please bring Lab reports as indicated. If you cannot attend a class to hand in report, please email to Dr. GENTIL (benoit.gentil@mcgill.ca) prior to lab. Reports received after class will be considered late. Late assignments will incur a penalty: 1 day late = -10%, 2 days late = -30%. Papers received > 2 days after the specified due date will be marked as a zero (0). Unjustified absence will incur a penalty of 10% on all lab reports.

Grading

Grades	Grade Points	Numerical Scale
A	4.0	85 – 100%
A-	3.7	80 – 84%
B+	3.3	75 – 79%
B	3.0	70 – 74%
B-	2.7	65 – 69%
C+	2.3	60 – 64%
C	2.0	55 – 59%
D	1.0	50 – 54%
F (Fail)	0	0 – 49%

Instructional methods

Lecture: Didactic lecture with assigned readings and PowerPoint presentations available through MyCourses.

Labs: Case-based workshops where problem-solving skills are practiced. Several laboratories require previous preparation. Attendance is compulsory.

Right to write in English or in French: *In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.* (approved by Senate on 21 January 2009 - see also the section in this document on *Assignments and evaluation*.) Knowledge of a language is not an object of this course. However, spelling will be considered as well as quality of your writing and may influence your grade.

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V. COURSE content (tentative semester schedule)

All students:

date	wk	Lecture	Instructor
9/4	1	Introduction to course and motor development Introduction to course. What is expected from you Fundamental concepts (H and G, Chap.1) Introduction to motor development Theoretical perspectives (H and G, Chap.2)	Gentil
9/11	2	Physical growth and Maturation (H and G, Chap.4) Prenatal development, postnatal height, weight and signs of maturation	Gentil
9/18	3	Development and aging of body systems (H and G, Chap.5) Implication of skeletal, muscular, endocrine, adipose development <i>Annual DKPE Orientation Session</i>	Gentil Bloom/ Abu-Merhy
9/25	4	Development and maturation of the nervous system (H and G, Chap.5)	Gentil
10/2	5	Early Motor development (H and G, Chap.6) Spontaneous movement, reflexes, and motor Milestones	Gentil
10/9	6	Exam 1 (Comprehensive with focus on Lectures wk 1 to 4) Thanksgiving no class. The exam will be available on MyCourses.	Gentil
10/16	7	Development of Locomotion (H and G, Chap.3 and 7)	Gentil
10/23	8	Aging and motor skills	Gentil
10/30	9	Development of ballistic Skills (H and G, Chap.8) Development of manipulative Skills (H and G, Chap.9)	Gentil
11/6	10	Perceptual motor development (H and G, Chap.10 and 11)	Gentil
11/13	11	Social and Cultural constraints (H and G, Chap.12)	Gentil
11/20	12	Social and Cultural constraints (H and G, Chap.12) Psychosocial constraints (H and G, Chap.13)	Gentil
11/27	13	Normal and pathological development	Gentil
12/04	14	Review of the year	Gentil
Exam Period		Exam 2 (Comprehensive with focus on Lectures wk 1-13, Labs wk 1-13)	

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Laboratory/Conferences groups:

Date	<u>Group 1092, 1091, 1093, 1090, 22389</u>	
	wk	Content
9/11	2	Introduction to Motor Development (Chapt. 1)
9/18	3	Motor development article and information on social and structural constraints essay.
9/25	4	Introduction to Motor Development
10/2	5	Growth Lab <i>in class lab report (5%)</i>
10/9	6	Thanksgiving (No Class)
10/16	7	Assessments of motor development
10/23	8	TGMD- 2 Lab Paper selection deadline
10/30	9	Observation Lab 1 (TGMD- 2 Lab due date <i>lab report (10%)</i>)
11/06	10	Observation Lab 2
11/13	11	Student Paper Presentation (<i>presentation 5% and written summary 5%</i>)
11/20	12	Student Paper Presentation
11/27	13	Student Paper Presentation
12/04	14	Student Paper Presentation <i>Social and cultural constraint essay due date (10%)</i>

Student are assigned to a lab group: switch between groups are not allowed without instructor permission.

VI. Some questions that should be answered

1. What are the dangers of contact sport in children?
2. When can I predict final height with accuracy
3. Which modern country produces the tallest citizens, and why?
4. Is a fat baby a healthy baby? Is a fat baby a predicting factor of obesity?
5. Gender differences: girls have brittle bones? Girls shouldn't play with boys?
6. Parents place a gate at the top of the stairs because the infant might fall down- because of difficulties with visual perception, or difficulties with motor control?
7. Why does the young child not catch the ball? Prediction or movement problem?
8. Why do 5 and 6 year old soccer players always follow the ball?
9. Is early physical participation related too adult participation?

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VII. Academic integrity

McGill University values academic integrity. <http://www.mcgill.ca/integrity> **Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).**

L'université McGill attache une haute importance à l'honnêteté académique. <http://www.mcgill.ca/integrity> *Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).*

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change

For religious holidays please consult McGill policy. <http://www.mcgill.ca/importantdates/holy-days-o/policy-holy-days>

"Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (The Handbook on Student Rights and Responsibilities is available at www.mcgill.ca/files/secretariat/Handbook-on-Student-Rights-and-Responsibilities-2010.pdf)."

VIII. MELS Professional Competencies for the Teaching Profession relevant to EDKP261

COMPETENCY 1

To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.

COMPETENCY 2

To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

COMPETENCY 8

To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

The assessment in this theory course addresses the competencies (1,2, 8) in the following manner;

All assessment methods of the theory taught in this course are designed to determine if students are able to **understand the theory** taught well enough to convey the pertinent knowledge to students they teach. In addition assessment will allow us to **determine their understanding and ability to use the appropriate terminology and vocabulary in a clear and appropriate manner** using both verbal (oral presentation or expression of the material using **appropriate educational media**) and written evaluation (written explanation and relevant assignments of theoretical information taught in the course).