Dep. of KINESIOLOGY and PHYSICAL EDUCATION
McGill University

EDKP-261 Motor Development (3 credits)

Dr Benoit J GENTIL, rm 210

benoit.gentil@mcgill.ca

Coordinator: Benoit GENTIL, PhD

Office Hours (Dr GENTIL): Tuesday 1:00-2:35pm

TAs:
Angela.Angelopoulos@mail.mcgill.ca
Sandrine.servant@mail.mcgill.ca
Caitlin.atkinson@mail.mcgill.ca

Course outline
Fall 2023

Lectures:	**Labs:**	Curie 304		
Tuesday 2:35 pm-4:25pm	2643	Wednesday	11:35am-12:25 pm	261-005
McConnell	2644	Wednesday	12:35 -1:25 pm	261-006
Engineering Building 304	2645	Wednesday	1:35-2:25 pm	261-007
	2641	Wednesday	2:35-3:25 pm	261-003
	2642	Wednesday	3:35-4:25 pm	261-004

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 sensory-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

III. COURSE TEXT

Haywood, K.M. and Getchel, N. (2018). Life span Motor development (7th Ed) Human Kinetics, Champaign, IL.

This book contains on-line exercises and a study guide which are accessible with a key code in the paper version. The Ebook is also available (around 129.95 $) at human kinetics.

The Web study guide will be used as a support for laboratories (around 54.95$) and is **mandatory**.

Life Span Motor Development 7th Edition HKPropel Access – Human Kinetics Canada

IV. COURSE REQUIREMENTS

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

1. All prescribed Readings,
2. Mid-term quiz (20%) (online test on MyCourses)
3. Lab reports (35%) (to be uploaded on MyCourses)
   - Lab1
   - Lab2
   - Lab3
   - Lab4
4. Final comprehensive Exam in McGill exam period (45%) (online quiz on MyCourses)

Labs requiring a report are identified in the course content section as well as their weight. Please submit your report at the indicated deadline. If you cannot provide your 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).

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. Class will be delivered in-person: no hybrid sessions or recording will be provided except the introduction to the course on Sep 5th.

Labs: Case-based workshops where problem-solving skills are practiced. Several laboratories require previous preparation. Students are assigned to a lab group: switch between groups are not allowed without instructor permission.

Exam: Mid-term is an online test available on MyCourses and final exams are set by the exam office at the end of the semester

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

V. COURSE content (tentative semester schedule)

All students:

date	**wk**	**Lecture on campus** McConnell Engineering Building 304 McGill Interactive Accessible Network Map (powerpoints available on MyCourses)	**Instructor**
9/05	2	**Information session KPE undergraduate coordinator.** **Introduction to the course and motor development**	Scheede-Bergdahl and ms Abu-Merhy/ Gentil
9/12	3	**Introduction to motor development** Theoretical perspectives (H and G, Chap.2) **Physical growth and Maturation** (H and G, Chap.8) Prenatal development, postnatal height, weight and signs of maturation	Gentil
9/19	4	**Development and aging of body systems** (H and G, Chap.9) Implication of skeletal, muscular, endocrine, adipose development	Gentil
9/26	5	**Development and maturation of the nervous system** (H and G, Chap.9)	Gentil
10/3	6	**Early Motor development** (H and G, Chap.4) Spontaneous movement, reflexes, and motor Milestones	Gentil
10/10	7	**Exam 1 (Comprehensive with focus on Lectures wk 1 to 5)** **Thanksgiving week no class**. The exam will be available on MyCourses as a quiz. Thursday Oct 12th	Gentil
10/17	8	**Development of Locomotion** (H and G, Chap.3 and 5)	Gentil
10/24	9	**Development of ballistic Skills** (H and G, Chap.6) **Development of manipulative Skills** (H and G, Chap.7)	Gentil
10/31	10	**Perceptual motor development 1** (H and G, Chap.13 and 14)	Gentil
11/07	11	**Perceptual motor development 2** (H and G, Chap.13 and 14)	Gentil
11/14	12	**Social and Cultural constraints** (H and G, Chap.15)	Gentil
11/21	13	**Social and Cultural constraints** (H and G, Chap.15) **Psychosocial constraints** (H and G, Chap.16)	Gentil
11/28	14	**Normal and pathological development**	Gentil

12/05	15	**End of year review**	Gentil
Exam Period		**In-person Final Exam (Comprehensive with focus on Lectures wk 1-13, Labs wk 1-13)** Date to be determined	

Laboratory Currie 304 unless specified:

Week of	**wk**	**All Groups** **Content**
8/30	1	No class
9/6	2	**Information session:** Lab 1 (Motor development article) and Lab4 (Social and structural constraints essay).
9/13	3	Lab2: Growth Lab *Lab 2 report (5%) individual due date* ***Sept 19th***
9/20	4	Assessments of motor development
9/27	5	Lab3: TGMD- 3 *individual* deadline Article selection and group composition for Lab1
10/4	6	Observation Lab: **Lab activity 5.1, 5.2 and 5.3** (guided activities) in the web study guide *Lab 3: TGMD- 3 due date lab report (10%)) individual*
10/11	7	Thanksgiving week (No Class)
10/18	8	Observation Lab: **Lab activity 6.1, 6.2, and 6.3** (guided activities) in the web study guide
10/25	9	**presentations** *Lab 1: (presentation) 5% and written summary 5%) group*
11/1	10	**presentations**
11/8	11	**presentations**
11/15	12	**presentations**
11/22	13	**presentations**
11/29	14	**No class** *Lab 4: Social and cultural constraint essay* ***due date*** *(10%) individual*

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?

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/*

For religious holidays please consult McGill policy. http://www.mcgill.ca/importantdates/holy-days-0/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. Additional Statements:

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

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Student Accessibility and Achievements, access.achieve@mcgill.ca or (514)398-6009 (options #1-3).

Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see Student Rights and Responsibilities - McGill University and charter_of_student_rights_last_approved_october_262017.pdf (mcgill.ca))

The work submitted for this assessment is expected to be your own. The use of technologies such as ChatGPT are prohibited and will be considered a violation of Code of Student Conduct.

IX. 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, assessments 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).