

Dep. of KINESIOLOGY and PHYSICAL EDUCATION  
McGill University

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EDKP-261 Motor Development (3 credits)

Dr Benoit J GENTIL, rm 210

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**Coordinator:** Benoit GENTIL, PhD

Office Hours (Dr GENTIL): Tuesday 2:00-3:00pm

<https://mcgill.zoom.us/j/6268950613>

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## Course outline Fall 2021

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**Lectures:**

Monday 3:30 am-5:25pm  
LEA219

**Labs:**

3244  
3245  
3246  
3247  
3248

Curie 304

Tuesday 3:00-3:55pm 261-003  
Tuesday 4:00-4:55pm 261-004  
Wednesday 2:35-3:25 pm 261-005  
Wednesday 3:30-4:25 pm 261-006  
Wednesday 4:30-5:25 pm 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 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 (7<sup>th</sup> Ed) Human Kinetics, Champaign, IL.

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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 (129.95 \$) at human kinetics.

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

[https://canada.humankinetics.com/products/life-span-motor-development-web-study-guide-7th-edition?\\_pos=1&\\_sid=1593658b2&\\_ss=r](https://canada.humankinetics.com/products/life-span-motor-development-web-study-guide-7th-edition?_pos=1&_sid=1593658b2&_ss=r)

#### 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.

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

Exam: Mid-term is an online tests available on MyCourses and final exams are

**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

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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:

<b>date</b>	<b>wk</b>	<b>Lecture on campus LEA219</b> (powerpoints available on MyCourses)	<b>Instructor</b>
9/6	1	<b>No class</b>	
9/13	2	<b>Introduction to course and motor development</b> Introduction to course. Fundamental concepts (H and G, Chap.1) <b>Introduction to motor development</b> Theoretical perspectives (H and G, Chap.2)	Gentil
9/20	3	<b>Physical growth and Maturation</b> (H and G, Chap.8) Prenatal development, postnatal height, weight and signs of maturation	Gentil
9/27	4	<b>Development and aging of body systems</b> (H and G, Chap.9) Implication of skeletal, muscular, endocrine, adipose development	Gentil
10/4	5	<b>Development and maturation of the nervous system</b> (H and G, Chap.9)	Gentil
10/14	6	<b>Exam 1 (Comprehensive with focus on Lectures wk 1 to 5)</b> <b>Thanksgiving week no class.</b> The exam will be available on MyCourses as a quiz. <b>Thursday Oct 14<sup>th</sup></b>	Gentil
10/18	7	<b>Early Motor development</b> (H and G, Chap.4) Spontaneous movement, reflexes, and motor Milestones	Gentil
10/25	8	<b>Development of Locomotion</b> (H and G, Chap.3 and 5)	Gentil
11/1	9	<b>Development of ballistic Skills</b> (H and G, Chap.6) <b>Development of manipulative Skills</b> (H and G, Chap.7)	Gentil
11/08	10	<b>Perceptual motor development 1</b> (H and G, Chap.13 and 14)	Gentil
11/15	11	<b>Perceptual motor development 2</b> (H and G, Chap.13 and 14)	Gentil
11/22	12	<b>Social and Cultural constraints</b> (H and G, Chap.15)	Gentil
11/29	13	<b>Social and Cultural constraints</b> (H and G, Chap.15) <b>Psychosocial constraints</b> (H and G, Chap.16)	Gentil
12/6	14	<b>Normal and pathological development /Review of the year</b>	Gentil
Exam Period		<b>Final Exam (Comprehensive with focus on Lectures wk 1-13, Labs wk 1-13)</b> <b>Date to be determined</b>	

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Laboratory Currie 304 unless specified:

<b>Week of</b>			<b>Group 3244, 3245, 3246, 3247, 3248</b>		
<b>of</b>	<b>wk</b>	<b>Content</b>			
9/6	1	*Introduction to the course <b>Tuesday Sep7th: 3:30 live zoom session</b> = zoom recording Q/A session			
9/13	2	<b>Information session:</b> Lab 1 (Motor development article) and Lab4 (Social and structural constraints essay).			
9/20	3	Lab2: Growth Lab <b>Lab 2 report (5%) individual Sept 21th</b>			
9/27	4	Assessments of motor development			
10/4	5	Lab3: TGMD- 2 Paper selection deadline			
10/14	6	Thanksgiving week (No Class)			
10/18	7	Observation Lab: <b>Lab activity 5.1, 5.2 and 5.3</b> (guided activities) in the web study guide <b>Lab 3: TGMD- 2 due date lab report (10%) individual</b>			
10/25	8	Observation Lab: <b>Lab activity 6.1, 6.2, and 6.3</b> (guided activities) in the web study guide			
11/1	9	<b>presentations Lab 1: (presentation) 5% and written summary 5%) group</b>			
11/08	10	<b>presentations</b>			
11/15	11	<b>presentations</b>			
11/22	12	<b>presentations</b>			
11/29	13	<b>presentations</b> <b>Lab 4: Social and cultural constraint essay due date (10%) individual</b>			
12/6	14	<b>presentations</b>			

Students 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?

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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 to 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/](http://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/](http://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](http://www.mcgill.ca/files/secretariat/Handbook-on-Student-Rights-and-Responsibilities-2010.pdf)).

**VIII. Health and safety guidelines**

Please note that this format for the delivery of this course is unusual and must respect the guidelines of health and safety ([General health guidelines | Coronavirus information - McGill University](#)). It is explained by our current extraordinary circumstances, and aims to allow you, as students, to complete this term with the requisite knowledge for this course, and to succeed in your assessments. I ask for everyone's collaboration and cooperation in ensuring that these guidelines are respected. On August 6, the Government of Quebec announced the government directives for the start of the Fall term, including no distancing in classrooms. Based on this announcement and our previous planning, McGill developed directives, which are detailed on the University's Coronavirus website. Please note that these conditions may change at anytime following new directives from the government or the University.

**DISTANCING**

The status of physical distancing is now:

- No distancing in classrooms,
- One metre in common areas, including shared research spaces, laboratories, offices, and other workplaces.
- Two metres required when eating or drinking, working out in fitness centres.

**MASKS**

Procedural masks **are required in all indoor spaces at McGill**, including classrooms.

However, Professors or presenters do not need to wear a mask if you are teaching and remain at least two metres away from others. When students are in class on campus, i.e., in person, they are required to wear masks.

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DAILY HEALTH CHECK FORM

The daily health check form is still a requirement for all McGill staff before you come to campus. Students are strongly encourage to assess their health using the self-assessment found in [General health guidelines | Coronavirus information - McGill University](#)

CLASSROOM VENTILATION

- All centrally booked classrooms that are being used in the Fall 2021 term have been assessed to ensure ventilation follows the Government's COVID-19 guidelines.

VACCINATION

- Proof of vaccination is not required for students and instructors to engage in teaching activities on our campuses.
- McGill have been promoting vaccination to the members of our community, including through regular emails and a social media campaign, and will host a walk-in vaccination clinic on the downtown campus at the start of term.
- Information on vaccinations (booking appointments, registering vaccines received outside of Quebec, resources) can be found on the Get Vaccinated webpage.

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**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).