SUNY Cortland
Physical Education Department

PED 201 - Motor Development

Course Information:
Semester/Year:
Credit Hours: 3.0 Office
Location:

Instructor Information:
Professor:
Location:
Phone:
E-Mail:
Office Hours:

Texts/Bibliographic Materials Required:

Gallahue, D. & Clelland-Donnelly, F. (2003). *Developmental physical education for all children*. Champaign, IL: Human Kinetics.
Gallahue, D. & Ozmun, J. (2006). E Book at www.ebooks.primisonline.com – Chapters -5 through 8, 14, &15

My Station PE – at www.mystationpe.com online registration
NYS AHPERD Student Membership – at www.nysahperd.org

COURSE DESCRIPTION:
(A) Learn and apply basic motor development principles as observed in young children and adolescents. Introduce the terminology, principles and concepts common to motor development and introduce the concept of developmentally appropriate practice as applied to young children in physical education. Prerequisites: 2.5 cumulative grade point average, PED 253 and EXS 197 (or taken concurrently). (3.0 cr. hr.)

COURSE ATTENDANCE POLICY:
Because this is a professional development course students are not allowed to miss **any** classes. Each absence (after the second) will accrue a 1/3 of a letter grade penalty upon the final grade total. For an absence to be excused, there must be a **written medical excuse** due to the Professor within one week of the absence. Missing class before or after break is an unexcused absence. Any absences from the required clinical lab experience must be made up as the lab fulfills a New York State Department of Education and Departmental requirement. If a lab absence not made up, the student will not receive credit for the course. **Additionally, late two times is equal to an absence.**

Daily Expectations:

1. Professional bearing (**on time, conduct, speech, dress**).
2. Prepared for content and activity. Bring notebook and text daily for notes.
3. Positive attitude and contribution to the class.
4. Active participation in the classroom and lab experience.

Dress Code:
Courses with teaching labs (for course syllabi, field experience materials, and advisement manual)
Teacher candidates are preparing for a field where dress is relatively conservative and they should dress accordingly in their role as pre-service teachers. When teaching labs in physical education classes, collared shirts with shorts or slacks (e.g. golf type or Dockers) or a professional-looking warm-up are considered appropriate. Clothing should fit comfortably to allow for movement and demonstrations. Clothing should be clean and neat in appearance. Logos or printing on clothing should not be distracting and any message in the print should be suitable for children. Sweat pants, street shoes, jeans, cut-off shorts, and T-shirts are not appropriate for teaching.

Cell Phones: (Lecture and Lab!)
All cell phones and pagers must be turned off during lecture and lab. Be courteous to your fellow class mates and instructor and make sure these items are secure, put away, and off before lecture or lab begins. Frequent offense will result in deduction of class points.

In Addition: During your lab experience you will need to wear a collared shirt, tucked in, sneakers, wind pants or dress shorts (not cut-off shorts or extra large cargo shorts). You will need to read your Motor Development handbook for further details. If you are not dressed appropriately for the laboratory experience, you will not be allowed to enter St. Mary's to complete your lab experience and will automatically fail this course.

EVALUATION OF STUDENT PERFORMANCE:
All assignments must be submitted on the date they are due. Any assignments not handed in will receive a zero.
The Cortland College policy regarding academic dishonesty will be strictly enforced. Student competency will be assessed through laboratory assignments, observation assignments and written assessments.

QUALITY WRITTEN WORK
Only professional quality work will be accepted. For most assignments you will need to use a software program like Microsoft Office, Corel WordPerfect, or Open-Office to produce your assignments. **For any work submitted, we will read only to the fourth mistake.** This includes typos, spelling-errors, and poor grammar. After the fourth mistake,

your assignment will be returned to you and you will be asked to correct the mistakes and re-submit the assignment at the next class meeting. Every assignment that is returned will receive an automatic 10% deduction.

We suggest that you proofread all written work and have a friend review your work. If you need further assistance, consider visiting the Academic Support and Achievement Program http://www.cortland.edu/asap/
All other assignments must be submitted on the designated due date. When asked, please upload assignments to the proper folder in WebCT. Only excused late assignments will be accepted.

Required Laboratory Experience
Labs will be organized on a semester basis and will take place at JM McDonald Sports Complex and is part of the CHAMP Program (Cortland/Homer Afterschool Mentorship Program). Directions to the complex as well as the setting up of car-pooling will be arranged early in the semester. During the approximate two-hour lab period, a team of PED 201 students will be assigned to a group of children between the ages of four and twelve years throughout the lab timeline. The lab is designed for the students to become familiar with various aspects of children in the areas of physical skills, language development and social development. The lab will also include assessment opportunities where students will measure children's motor performance. In addition, PED 201 students will utilize game play and other activities with their group of children, which will provide opportunities to learn and apply models of continual assessment of motor patterns. PED 201 students will be required to plan and prepare for a variety of activities for school-aged children. Details regarding this requirement and where to obtain activities will be discussed prior to your first lab meeting.

The written labs are available on WebCT and are in Word format. Labs must be typed when turned in and will be due at the following lab session. Throughout the semester, there will be six required lab reports.

(*EXIT = 100% completion of required hours at JM McDonald Sports Complex)

Required Attendance at Two Pre-Service Seminars (TBA announced in class)
In order for you to prepare for formal entry into the teacher education program, you are required to attend two seminars:

1. The first for you to fill out the SUNY Cortland teacher education applications and to get you started with your professional portfolio (date, time and location to be announced).
2. The second for you to meet with personnel from the Career Services Office to go through the teacher certification requirements of New York State (to be held during a scheduled lab time or lecture time to be announced).

Assessment

A. **On-going written assessment 30%** - (CF: Knowledge Base, Professional Commitments)

1. Portfolio Notebook (10%) organized by the following;
   a. A copy of your most current resume/vita
   b. Tabs (typed) for each section of the NASPE Standards
   c. A section for your completed labs with appropriate abstract that describes how your lab addresses the relevant NASPE standard.
   d. NASPE First Year Teacher Standards and NYS Standards for Physical Education

   The Portfolio Notebook will be checked and assessed twice during the semester.

2. Unannounced quizzes (10%) - These quizzes will reflect material discussed in lecture and readings including the application of concepts observed in lab. The quizzes will be given throughout the semester.

3. In Class Assignments (10%) – These assignments may be done individually or in small groups and may include in-class presentations.

4. NYSAHPERD Student Membership

5. My Station PE – web registration and web building presentation

B. **Lab Assignments - 30%** (CF: Professional Commitments, Diversity, Assessment)
Completed Labs (6) – (See Scoring Rubric)

C. **Chapter Examinations* - 30%** (CF: Knowledge Base) 3 Exams

D. The Portfolio Notebook - 10% (CF: Professional Commitment) ***The portfolio will be checked and assessed twice during the semester***

*** EXIT COMPETENCIES: There are two exit competences that must be passed in this course. Failure of either exit competency automatically earns a course grade of "E".**

Grading Scale (%):

100-98 = A+	97-94 = A	93-90 = A-	89-88 = B+	87-84 = B	83-80 = B-
79-78 = C+	77-74 = C	73-70 = C-	69-68= D+	67-64 = D	63-60 = D-

59 and below = E

PURPOSE:
The purpose of this course is to broaden the knowledge of students entering the teaching profession in physical education by examining age-related changes in motor behavior, skill performance and other developmental abilities.

GOALS/OBJECTIVES OF THE COURSE: Students will demonstrate:

1. An understanding of basic motor development principles and perceptual motor development principles through the analysis of fundamental motor patterns and their developmental sequences. (NASPE: 1.3) (CF: Knowledge Base)

2. Knowledge and understanding of the terminology, principles, and concepts common to motor development applied to the teaching of physical education. (NASPE: 1.3) (CF: Knowledge Base, Standards)

3. Skill in movement analysis and assessment through observation and use of existing technology. (NASPE: 1.5, 5.2) (CF: Assessment)

4. The ability to understand, define, and discuss the nature-nurture controversy, the reflexive behavior relationship to movement and movement diversity. (NASPE: 1.3) (CF: Knowledge Base)

5. An understanding of the concept of Developmentally Appropriate Practice as applied to the analysis of motor skill development leading to the creation and use of appropriate instructional cues during the field experience. (NASPE: 1.3, 3.2, 4.2) (CF: Knowledge Base)

6. An awareness of the pedagogical implications of teaching students possessing varying levels of language development as well as students having English as a second language through interactions with children aged 5-10 years as part of the clinical experience. (NASPE: 3.5) (CF: Diversity)

7. As part of the clinical experience, an awareness of the structure of the learning environment and its impact on the motor skill development of children who possess variable levels of skill. (NASPE: 3.5, 3.6) (CF: Diversity)

8. As part of the clinical experience, an understanding and the use of, appropriate formal and informal assessment strategies in order to provide students with relevant and appropriate learning experiences. (NASPE: 5.2) (CF: Assessment)

9. Exhibit professional behaviors that reflect a commitment and respect for the profession. (NASPE 6; CF: professional commitments)

COURSE SCHEDULE AND ACTIVITIES (Tentative):

1. Motor Development and Human Development - Introduction
   A. past and current theories/models of motor development
   B. motor development - concepts and definitions
   C development of motor control - the conceptual framework (control and coordination)

2. Language Acquisition and Literacy Development
   A. current theories/models of language acquisition and literacy development
   B. concepts and definitions
   C. application to working with students at various levels

3. Pre/Neonatal, Infant, and Toddler Motor Development - Birth to 2 Years
   A. prenatal factors affecting development
   B. prenatal and infant growth
   C. newborn's motor repertoire
   D. neural basis of motor development- neuro-maturation.
   E. reflexes and stereotypes and their role in later voluntary movement
   F. developmental chronology of biped locomotion
   G. visually directed reaching - the ontogeny of hand-eye coordination
   H. postural control
   I. factors that influence infant and toddler development
   J. problems in infant and toddler development

4. Early childhood to middle childhood motor development - 2 to 7 years
   A. childhood growth and development
   B. physical development
   C. chronology of fundamental skills:
      (1) fundamental locomotor skills
      (2) fundamental manipulative skills (perceptual motor)
   D. factors that influence the development of fundamental motor skills
      (1) physical factors
      (2) environmental/task factors
   E. dynamical systems theory
   F. problems in early childhood and middle childhood development

5. Late Childhood to Adolescent Motor Development - 7 years to adulthood
   A. physical growth
   B. adolescent growth, puberty and reproductive maturity
   C. refining and expanding motor skills - becoming skillful
   D. participation in, and impact of, youth sport
   E. factors that influence the development of skillfulness
   F. problems in late childhood and adolescent motor development

6. Developmental Assessment of Motor Functioning
   A. definition of assessment constructs
   B. assessment instruments available
   C. problems in assessing motor development

7. Planning and Conducting the Motor Development Program
   A. pre-program and administrative considerations - a model
   B. curricular considerations (Developmentally Appropriate Practice)
   C. play space and equipment considerations

Field Experiences: (Also see Motor Development Lab Handbook)
According to NYS regulation 52.21(b), the field experiences in this course provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities.

	Range of student development	Interaction with parents	High need school	Socio-economically disadvantaged students	ESL	Students with disabilities
PED 201	K-6		X	X		

Teacher Education Candidacy:
If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School's associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges (Source: SUNY Cortland Teacher Education application).

Academic Integrity Statement:
"Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (http://www.cortland.edu/president/handbook.pdf). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College. The primary means for enforcing the course's policy on academic dishonesty will be a Web-based plagiarism detection service, to which you will be required to submit all of the papers you write for this course."

Disability Statement:
SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.

School of Professional Studies Deans' Office

John Cottone, Interim Dean
(607) 753-2829
Professional Studies Building
Room 1175

Eileen Gravani, Associate Dean
(607) 753-2702
Professional Studies Building
Room 1175

***** Please print/sign and return to Dr. Davis in class**

NCATE/SUNY Cortland
Physical Education Service Contract

Due to NCATE accreditation requirements, you may not pass this course without fully completing your laboratory experience. NCATE requires **you to complete field hours in PED 201 Motor Development**. As a consequence of the school district and college calendars, you are scheduled to teach your assigned student(s) twelve times.

I, _____, understand that I must fulfill the required field hours for NCATE requirements. I must make up any hours I may miss by attending an alternate lab experience. I will attend the lab setting that is assigned to me or I my grade will be penalized and be required to meet with the instructor to schedule another lab to attend.

Name:

E-mail:

Contact phone #:

Lab Day:

SUNY Cortland Department of Physical Education

Teacher Candidate Professional Dispositions Assessment

Teacher candidate_____ Course_____

Teacher education candidates are expected to develop and demonstrate the character, teaching, and professional dispositions identified in national, state, and institutional standards.

As a reliable judge of the named teacher candidate, provide a rating for the listed dispositions according to the following scale:

- **Target:** the teacher candidate consistently and exceptionally demonstrates the disposition and is open to learning or receiving guidance to improve his/her performance.
- **Acceptable:** The teacher candidate frequently and satisfactorily demonstrates the disposition and is open to learning or receiving guidance to improve his/her performance.
- **Unacceptable:** The teacher candidate rarely demonstrates the disposition and has no interest in learning or receiving guidance to improve his/her performance.
- **Not Applicable:** There was insufficient opportunity for evaluation of the disposition.

The candidate's demonstration of the disposition is assumed to be "acceptable" unless marked otherwise.

Dispositions	Target	Un-**acceptable**	Not Applicable
Passion for the subject			
Honesty and Integrity (ethical, honorable, trustworthy)			
Caring (empathetic, supportive, advocate)			
Work Ethic (organized, time efficient)			
Responsible and Accountable (reliable, leader, unbiased)			
Sees children as capable learners (encourages, supports)			
Maintains high standards (challenges self and others)			
Creates safe and nurturing classroom (considerate, aware)			
Respects diversity (accepting, fair, unbiased, promotes equity)			
Attitude toward learning (participates, enthusiastic)			
Punctuality (on time, stays for entire class)			
Commitment (dedicated)			
Respectful (respects instructor and peers)			
Receptive (responds to new ideas and feedback)			
Appearance (clean, groomed, appropriate)			

Comments:

If a disposition is unacceptable, explain the strategies already used to address the concern:

Instructor's signature_____ Date_____

Teacher candidate's signature_____ Date_____