



**EDKN 4320.900 Motor Development and Learning**  
**Department of Counseling, Health & Kinesiology**

**INSTRUCTOR INFORMATION**

<b>Instructor Name:</b> Jongil Lim, Ph.D.	<b>A&amp;M-San Antonio email:</b> <a href="mailto:jongil.lim@tamusa.edu">jongil.lim@tamusa.edu</a>  <b>* DO NOT send Blackboard message</b>
<b>Office Hours:</b> Tue 10:00 -11:00 am, 12:15 - 2:00 pm, & 3:15 -5:00 pm; Wed 10:00 am - 2:30 pm; or by appointment  <b>Office Location:</b> STEM 142-H	<b>Meeting Times:</b> MW 2:30-3:15 pm (in-person meeting on Wednesday)  <b>Meeting Locations:</b> Science & Technology 173

Please do not hesitate to send an email to set up a convenient and agreed upon appointment time for a virtual session, or meeting. Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete - typically 7 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

**TEXTBOOK AND/OR RESOURCE MATERIALS**

**MANDATORY TEXTBOOK:** Pamela S. Beach, Melanie Perreault, Ali Brian, Douglas H. Collier (2024). Motor Learning and Development (3<sup>rd</sup> ed.). Human Kinetics: Champaign, IL. **ISBN:** 9781718211711

[Campus Store link](#)

**Recommended Textbook:**

Magill, R. & Anderson, D. (2021). Motor Learning and Control: Concepts and Applications (12th ed.). McGraw Hill. ISBN: 9781260967869

Payne, G. & Isaacs, L. (2010). Human Motor Development – A Lifespan Approach (8th). McGraw Hill. ISBN 978-0-07-802249-4

**COLLEGE OF EDUCATION AND PROGRAM POLICIES**

**COURSE DESCRIPTION:**

Physical factors that influence growth, maturation and aging; process underlying perceptual-motor performance and the interpretation and applications of motor research to human movement. The course outlines the fundamental concepts of both motor learning and motor development. It explores movement patterns across all ages throughout the human life span, including the influences of life transitions and individual and sociocultural constraints. The course also provides a framework for students to consider the many variables for each individual and then create and implement developmentally appropriate movement programs.

### **PROGRAM STUDENT LEARNING OBJECTIVES:**

The objective of this junior-level course is to provide the student with the necessary knowledge about motor development throughout the lifespan, which includes prenatal, childhood, adolescent, and adult development. Students will also learn how to evaluate motor skills and based upon these evaluations, how to prescribe activity to enhance these motor skills. The second emphasis will be placed on the concepts of motor coordination, movement control and skill acquisition. These concepts are fundamental for an understanding of human movement and provide a basis for studying skill acquisition as well as efficiency and related concepts.

Student Learner Outcomes: Upon completion of this course, each student will be able to:

1. Understand the basics of motor learning, motor development and motor performance.
2. Learning the characteristics and understanding of cognitive, social, and moral development throughout a human's lifespan and how it influences their learning.
3. Learn how physiological changes occur and influence motor learning and performance throughout the human lifespan.
4. Understand the fundamental locomotion skills, fundamental object-control skill of childhood and learn about youth and sports.
5. Understand basic knowledge concerning coordination, control and skill.
6. Understand the variables and mechanisms governing the learning and performance of motor skills.
7. Learn the interdisciplinary nature of the study of physical activity.
8. Develop an awareness of recent issues in the study of skill acquisition.

### **TEXAS BILINGUAL EDUCATION STANDARDS**

Physical education standards may be found at Texas Essential Knowledge and Skills for Physical Education 19 TAC Chapter 116.

### **PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES**

Pedagogy and professional responsibilities (PPR) standards may be found at [PPR Standards Link](#) and [PDF](#)

### **TEXAS COMMISSIONER TEACHER STANDARDS**

Texas Commissioner Teacher Standard may be found at [Texas Commissioner Teacher Standard](#)

## MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The information below includes an alignment to standards and competencies and evaluation format relevant to the course. Locate this information following the link to **Approved Educator Standards > Supplemental Certificate Standards** (Scroll to bottom of page) at [Approved Educator Standards](#)

- Physical Education (Grades EC-12): The standards include [Physical Education \(Grades EC-12\)](#) and [Pedagogy and Professional Responsibilities \(EC-Grade 12\)](#)

### ***What teachers know;***

- 1.5k the appropriate sequencing of motor skills acquisition based on characteristics of learners
- 1.6k how physical developmental changes influence motor skill acquisition and performance
- 1.10k motor learning concepts (e.g., positive transfer of learning, feedback)
- 4.1k characteristics and processes of physical, cognitive, social, and emotional development in children and their influence on learning
- 4.3k typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development
- 5.1k differences in approaches to learning and physical performance, as well as instruction that uses students' strengths as the basis for growth;
- 5.3k how learning may be influenced by individual experiences, talents, and prior learning, as well as by economic, cultural, family, and community background
- 5.4k that all students can develop motor skills successfully and enjoy physical activity

### ***What teachers can do;***

- 1.2s use movement concepts and principles to develop students' motor skills
- 1.6s evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills.
- 1.9s apply motor learning concepts (e.g., positive transfer of learning, feedback) to improve students' motor skills
- 5.1s select and implement developmentally appropriate instruction that is responsive to students' individual needs

## TECHNOLOGY REQUIREMENTS

### **COMPUTER HARDWARE:**

To participate in this course, you should have easy access to a computer with high-speed internet connection via cable modem, LAN or DSL.

### **STUDENT TECHNICAL SKILLS:**

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

### **SOFTWARE:**

Mozilla's Firefox (latest version; Macintosh or Windows)  
Google Chrome (latest version; Macintosh or Windows)  
Adobe's Flash Player & Reader plug-in (latest version)

Apple's QuickTime plug-in (latest version)  
Project Software – Optional

### BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: \*Visit the Blackboard Student Help Site

## COURSE POLICIES

### ATTENDANCE:

This course is offered through hybrid form. We will meet face-to-face and/or online class to enable students to personally experience several different types of learning activities.

**Students are expected to participate in all activities including exams and assignments and spend time on Blackboard as listed in the course calendar.** A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from the course upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

1. The general policy outlined by the University will be followed as stated in the [Student Handbook](#).

- Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in *officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service*. Students should contact the instructor **in advance of the excused absence** and arrange to make up missed work or examinations.
- See details in the Texas A&M University – San Antonio [2025-2026 Catalog](#)

2. The instructor's policy for this course includes:

- It is important to understand that class attendance can be used by the instructor as one criterion for grading.
- Your presence is expected in class daily except for emergencies. Do not make doctor's appointments on the days of class. Students assume responsibility for any material missed in class. It is YOUR responsibility to gather any missed information.
- Attendance will be checked and monitored at each meeting. It is the students' responsibility to report your attendance in case you arrive at the classroom late.
- Requests to be absent from class for **official University business** (athletics, field trips, student government, etc.) shall be made prior to the anticipated absence. Arrangements for missed work will be made at that time. Alternate assignments may need to be completed to make up for an excused absence.

- Quizzes and exercises/assignments related to weekly topics will be completed inside and/or outside of class. Any missed work including quizzes, exams, and assignments because of absence will *not* be made up unless there is a **documented** emergency.
- Excused absences: *In the event that you need to be away for a given period of time (e.g. funerals, hospital stays, family emergencies, military duty, etc.), you should contact [Student Counseling and Wellness](mailto:StuCounseling@tamusa.edu) (210-784-1331 (or 1329)); [StuCounseling@tamusa.edu](mailto:StuCounseling@tamusa.edu) or [StuWellness@tamusa.edu](mailto:StuWellness@tamusa.edu)*. If you will be missing more than a week of classes (whether continuous or not), inform them of the situation and they can send a notice to all your instructors rather than you having to explain to each of them your circumstances.
- Besides the above, absence due to all other personal matters will be considered unexcused absence and will follow the rule below:
  - Attendance will be checked at the **beginning** of the meeting. Missing attendance check will be recorded as **tardiness**. **Three tardiness are equivalent to one unexcused absence.**
  - You will have **two unexcused absences without penalty.**
  - You will have **2% deduction of the participation grade for the 3<sup>rd</sup> unexcused absence.**
  - You will receive an **F on 4th unexcused absence** (course drop will be requested to the university).

## STUDENT REQUIREMENTS:

### 1. In-class & Online participation:

- a. Students are expected to demonstrate active participation via in-class discussions, assignments, and activities.
- b. Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in on-line discussions.

### 2. Planning and Preparation: Success in this course demands that reading assignments are completed before class begins in order to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity of concepts that will facilitate effective participation in classroom activities.

### 3. Class Projects & Activities: Active participation is expected in group activities in order to organize, plan, develop and present group projects of high quality in class in collaboration with classmates.

### 4. Professionalism and Respect: Substantially, successfully, and equally contribute to the planning, organization, and the completion of individual/group assignments and projects.

## PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructors on campus and with students and teachers in school settings.

## LATE WORK POLICY:

Any assignments not turned in by the date due will be designated late and will receive a **33% deduction per day, after which 3 days will result in a zero (F)**. Late work will be accepted at the discretion of the professor and may not receive full credit.

- *I do not offer extra credit*
- *I do not offer independent studies if an acceptable grade is not earned*

## ASSIGNMENT SUBMISSION:

All assignments must be neatly typed. **The content of tests and assignments will be evaluated based on the level of higher order thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assignments assigned to be submitted online must be submitted through Blackboard** unless otherwise specified by the instructor (No submission via email). **Please submit assignments in the following format: EDKN4320\_lastname\_assignmentname**

**It is the student's responsibility to ensure the submission as well as the attachments are completed. No grading will be made if assignment's cloud link (e.g., Google Drive) is attached. The final version of the assignment file must be submitted via Blackboard. In case of incomplete or blank assignment file submission, students will be asked to provide evidence of the last file save information (e.g., screen shot of last modified time/date in file properties). It is encouraged for students to create a folder and save the final version of ALL assignments files submitted.**

## COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

### Efficient email Communication

**Be sure to use your university email and let me know which class you are referring to, what assignment or test you are addressing, etc.; in other words, be sure to be specific.** You can put it in the subject line. If you are writing to me and are replying to an older correspondence, *be sure to change the subject line to reflect the new correspondence!* I am teaching several classes, many at capacity, so the clearer you are the faster you will get an answer.

## NETIQUETTE:

### 15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.

- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source: [educatorstechnology.com](http://educatorstechnology.com)

## SCHOLASTIC INTEGRITY:

As a member in an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Student who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University- San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery. For more information, please refer to the **Texas A&M University- San Antonio Handbook** under Academic Policies: Violations of Academic Conduct.

Intellectual honesty is vital to an academic community and for my fair evaluation of your work.



All work submitted on this course **must be your own**, completed in accordance with the University's academic regulations. AI tools, including ChatGPT and other AI composition software, can be used in this course for students who wish to use them. To adhere to our scholarly values, students **must cite any AI-generated material** that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content **without proper attribution qualifies as academic dishonesty**.

#### DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
  - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
  - b. Having another person other than oneself attempt to complete an assignment or exam.
  - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
  - d. Unauthorized collaboration on assignments and exams;
  - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
  - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonest. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

#### COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

**COURSE STRUCTURE:** see Tentative Course Schedule & Calendar of Assignments

The instructional methods for this course will include online lectures and live sessions.

**ASSIGNMENTS:** see Tentative Course Schedule & Calendar of Assignments

Course Evaluation (100% Total)	
Quiz (15 %)	15 mins at the beginning of the class, around 10-15 questions checking students' understanding of the fundamental concepts and terms on the topic



<b>Course Evaluation (100% Total)</b>	
Exam (40%) – 2 exams. 20% each.	~ 60 mins, around 50-55 questions The tests may consist of various forms of questions including multiple choices, true and false, filling in the blank, figure and tables, and short essay questions.
Exercises/Assignments (40%)	see details in the Tentative Course Schedule
Participation (5%)	You will be awarded up to 5 points based on your performance (attendance, discussion, inquiry, participation, etc.).

In-class tests will use a green rectangular scantron (882E) and a #2 pencil, available at the bookstore. On-line quizzes/tests/assignments, if any, will be taken on Blackboard and these are also intended for you to work INDIVIDUALLY.

## GRADING POLICIES

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the TAMUSA grading Policy (see below):

<b>Letter Grade</b>	<b>Range</b>	<b>Grade Points</b>
<b>A</b>	90-100	4.0
<b>B</b>	80-89	3.0
<b>C</b>	70-79	2.0
<b>D</b>	60-69	1.0
<b>F</b>	55 & Below	0.0

A grade of “C” or better must be earned in this course to satisfy Kinesiology requirements. Majors who do not earn a grade of “C” or better will be required to repeat the course. I do not round up or round down your grade. If you earn an 89.9, then you earn a B. If you earn an 80.0, then you earn a B, not a C.

No changes to your final grade will occur once class has ended unless I have made a mistake. You are allowed to follow your grade throughout the semester thus you should not be surprised with the grade you earn. There are no exceptions (eligibility, financial aid, etc.). Appeal to the assignment, quiz, and exam score will be considered only within the two weeks from the day score posted.

## CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio Spring 2026 academic calendar can be found at:  
[Spring 2026](#)

Important Dates:

January 20	Tuesday	First class day
January 27	Tuesday	Last day to register
February 4	Wednesday	Census Date
February 5	Thursday	Drop for non-payment
February 23-March 6	Monday-Friday	Midterm grading period
March 9-March 14	Monday-Saturday	Spring Break
April 3	Friday	Study day - No classes
April 17	Friday	Last day to drop with an automatic grade of "W"
May 1	Friday	Last day to withdraw from the university
May 4	Monday	Last day of scheduled classes for weekday classes
May 5	Tuesday	Study day - No classes
May 6-May 12	Wednesday-Tuesday	Final examinations
May 12	Tuesday	End of term

**TEXAS A&M SAN ANTONIO POLICY STATEMENTS**

**IMPORTANT POLICIES AND RESOURCES**

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

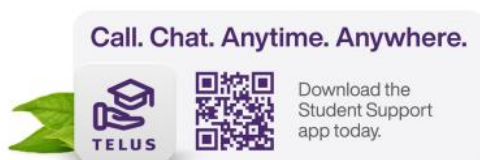
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit [tamusa.edu/studentcounseling](http://tamusa.edu/studentcounseling)

*Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').*

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: [Emergency Operations Plan and the Emergency Action Plan](#).

Download the [SafeZone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at [TAMUSA Academics](#).

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE referral](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals

who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#).

### **No Use of Generative AI Permitted**

EDKN 4320 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do

the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

## **MANDATORY COURSE EVALUATION PERIOD**

### **ATTENDANCE:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

### **SCHOLASTIC DISHONESTY:**

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation. All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

### **SEXUAL MISCONDUCT:**

A form of sex-discrimination. Includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent or pervasive that expressly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work, educational, or campus living environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment



may be quid pro quo (“this for that”) or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence when based on sex.

### **COURSE DROPS:**

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

### **STUDENT SERVICES:**

**Student Success Center**  
[Student.Success@tamusa.edu](mailto:Student.Success@tamusa.edu)  
(210) 784-1307

**Academic Advising**  
(210) 784.1307

**University Library**  
(210)784-1500

**Counseling & Wellness**  
(210) 784-1331

**Registrar**  
(210) 784-1300

**Tutoring Services**  
(210) 784-1332

### **COVID-19 Update January 19, 2024**

With the spring semester now underway, we are excited for all the students who are continuing their educational journeys at A&M-San Antonio. As the final semester of the academic year kicks off, the safety of our campus community remains our priority. With that in mind, we’ve updated our COVID-19 safety protocols to reflect the latest recommendations from the Centers for Disease Control and Prevention.

We are instituting the following protocols:

- We no longer require the completion of the RETURN TO CAMPUS Questionnaire.
- Knowing your COVID-19 status can help prevent you from spreading the virus to those around you by taking the necessary steps of isolating or quarantining when appropriate.
  - o If exposed to COVID-19, please follow the guidance from the Centers for Disease Control and Prevention (“CDC”): What to do if you were exposed to COVID-19

o If testing positive for COVID-19 or are showing symptoms of COVID-19, please follow the guidance from CDC: What to do if you have tested positive or are showing symptoms of COVID-19

- Students who test positive for COVID-19 will need to coordinate with their respective professors regarding any make-up work.
- Employees must provide Human Resources (benefits@tamusa.edu or Fax: (210) 784- 2056) with a doctor's certificate that indicates the cause or nature of the condition and the estimated recovery date, or other written statement of the facts if the employee misses more than three continuous working days due to the employee's or a family member's medical condition. Refer to System Regulation, 31.03.02, Sick Leave for more information.
- Employees with positions that lend themselves to remote work and, with the approval of their supervisor, may work remotely after testing positive for COVID-19 through the end of their COVID-19 isolation time frame.

If you have questions regarding updates to our COVID-19 guidelines, here are sources you can reach out to, depending on your question:

- Non-Academic Student concerns: [dos@tamusa.edu](mailto:dos@tamusa.edu)
- Instructional or classroom needs: [officeofacademicaffairs@tamusa.edu](mailto:officeofacademicaffairs@tamusa.edu)
- Employee benefit questions: [benefits@tamusa.edu](mailto:benefits@tamusa.edu)
- A&M-SA's COVID-19 Resources: Community.Safety.Together

Thank you for your continued support in our collective efforts to ensure the health and safety of our Jaguar community.

**Tentative Course Schedule & Calendar of Assignments**  
**EDKN 4320.900 Motor Development and Learning (Spring 2026) (MW 2:00 - 3:15 pm, F2F meeting on Wed, STEM 173)**  
**Office Hours: Tue 10:00 -11:00 am, 12:15 -2:00 pm, & 3:15 -5:00 pm; Wed 10:00 am -2:30 pm; or by appointment**

Date	Module Themes / Lectures / Activities	Readings & Assignments
<b>Module 1: Theory and Foundational Concepts in Motor Learning</b>		
21-Jan (W)	Syllabus Review	
26-Jan (M)	Lecture 1: Perspectives & Theoretical Constructs in Motor Behavior	Ch. 1 & 2
28-Jan (W)	Ex#1. S-A Trade-off	
2-Feb (M)	Lecture 2: Understanding Movement Control (I)	Ch. 3
4-Feb (W)	Ex#2. Error Score	
9-Feb (M)	Lecture 2: Understanding Movement Control (II)	Ch. 3
11-Feb (W)	Ex#3. Reaction Time	Quiz#1 (Lecture 1-2)
16-Feb (M)	Lecture 3: Skill Classification & Stages of Skill Acquisition	Ch. 4 & 5
18-Feb (W)	Ex#4. Attention & Memory	
23-Feb (M)	Lecture 4: Assessing Motor Learning	Ch. 6
25-Feb (W)	Ex#5. Skill classification & Stage of learning	Quiz#2 (Lecture 3-4)
2-Mar (M)	Lecture 5: Practice	Ch. 18 & 19
4-Mar (W)	Ex#6. Contextual Interference	
	<b>Spring Break (No Classes, 9 &amp; 11-Mar)</b>	
16-Mar (M)	Lecture 6: Feedback	Ch. 20
18-Mar (W)	Ex#7. KR (Feedback) Catch-Up and Exam prep	Quiz#3 (Lecture 5-6)
<b>Module 2: Foundational Concepts and Designing Programs in Motor Development</b>		
23-Mar (M)	Lecture 7: Infant Motor Development Ex#8. Infant Motor Development & Reaching & Grasping	Ch. 7
25-Mar (W)	<b>Midterm Exam (Module 1)</b>	
30-Mar (M)	Lecture 8: Fundamental Skills in Childhood	Ch. 8 & 9
1-Apr (W)	Ex#9. Assessment of Fundamental Skills & TGMD	Ch. 11 Quiz#4 (Lecture 7-8)
6-Apr (M)	Lecture 9: Movement in Adulthood	Ch. 10
8-Apr (W)	Ex#10. Movement in Adulthood	
13-Apr (M)	Lecture 10: Physical Development	Ch. 12
15-Apr (W)	Ex#11. Physical Growth	Quiz#5 (Lecture 9-10)
20-Apr (M)	Lecture 11: Program Design	Ch. 21
22-Apr (W)	Lecture 12: Methods for Studying Developmental Change Ex#12. Program Design (Grouping)	
27-Apr (M)	Lecture 13: Physical Aging	Ch. 13
29-Apr (W)	Ex#12. Program Design (Presentation); Catch-Up and Exam prep	
4-May (M)	Ex#13. Article Summary (No BB meeting)	Quiz#6 (Lecture 11-13)
<b>11-May (Mon)</b>	<b>Final Exam (Module 2; 2:00 – 3:50 pm)</b>	

**\*\*\* IMPORTANT \*\*\***

The course covers a 16-week period and is organized into two modules. Course requirement involves first reading the textbook, followed by attending the lecture (or watching online lecture via Blackboard), and then completing the assignments (exercise, lab, discussion questions and/or quiz) for each topic.

All exercise/assignment will be handed-out, explained, and practiced during the in-person meeting (attendance required). In case of online assignment, the assignment submission link will be automatically closed after the deadline. DO NOT send me an email with attachment of assignment file(s) after the due. In case of technical issues (e.g., login problem) around the due, 1) report me the case via email before the due– report/email AFTER the due will not be considered; 2) if problem is not solved until the due, send assignment via email BEFORE the due.

**1. Lecture & Reading** – Read the corresponding textbook chapters and review lecture slides.

**2. Participation (5%)** – Most exercises/activities related to weekly topics will be explained offline (i.e., in-class), and therefore attendance is *required*. You will be awarded up to 5 points based on your performance (attendance, discussion, inquiry, participation, etc.). Exercises/Activities missed because of unexcused absences will *not* be made up. Alternate assignments/exams may need to be completed to make-up in case of an excused absence. There will be a 2% deduction when 3<sup>rd</sup> unexcused absence occurs. A grade of “F” will be given in case more than three unexcused absences on offline meeting occurs (see course calendar for details).

**3. Quiz (15%)** – Quizzes will cover all lecture topics in the module and will be taken on the scheduled date (see table above for details). Questions covering the lecture contents will be asked with a time limit (~15 min), and the format of the question will be either multiple-choice, true-or-false, fill in the blank, or short answer questions.

**4. Exercise/Lab (40%)** – Students are responsible for completing *ALL* exercises/activities included in each topic.

**5. Exam (40% - 2 exams; 20% each)** – Exam will be taken **ONLY** during the designated date and time (see table above for details). Change of exam schedule will NOT be considered. All students **MUST** start the test 10 min from the beginning of the scheduled exam time. Do not make any family gathering/travel plans for the exam dates.

**Note.**

1) All students are required to create a thread for the ‘**Acknowledge of Syllabus and Policies**’ in Discussions in Blackboard in the first week of the semester.

2) Keep your eyes on the **Announcement** on the Blackboard for any changes or details.

3) For online communication, please use **university email** rather than ‘Blackboard Messages’.

4) **Final Grade Calculation Form (Excel file)** will be posted in Course Content folder. Use this form to track and estimate your overall semester course grade. ‘Weighted Total’ or ‘Total’ score in Blackboard does NOT reflect your course grade.