



**PET 3031**  
**Motor Behavior**  
**87013 001**  
**Fall 2026**

**Instructor Name**

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Rebecca Wylie

Dr. Rebecca Wylie

**University Course Description**

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This course is designed to provide the student with an overview of growth, motor development and motor learning research as it relates to physical education. Topics will include aspects of growth, stages of motor development, fundamental motor skills, assessment of fundamental motor skill, information processing, memory, feedback, task organization, and practice schedules. Emphasis will be placed on normal developmental patterns and behaviors, and motor learning principles throughout the life span.

**Course Requisites**

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**Prerequisite(s):**

**Corequisite(s):**

**Course Format**

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This course is completely online and is completed through a series of modules. Each module consists of readings from the text, a presentation highlighting

some of the important components from the reading, a quiz and/or a “lab” exercise. Learning is assessed through quizzes, lab exercises, lab responses, and 2 exams.

## **Student Learning Outcomes**

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In completing the requirements for this course the student will be able to:

1. Explain principles of maturation from birth through adulthood. (FSMCS 4, NASPE 2; CF 2, 6)
2. Describe principles of motor development and motor pattern sequences. (NASPE 2, 3; FSMCS 4, 8; CF 2, 6)
3. Describe and use evaluation tools used to assess motor development. (AP 4a, 4c, 4d, 4e, 4f; FSMCS 8; CF 6)
4. Explain the effects of fitness programs on motor development. (NASPE 3; FSMCS 4, 6; CF 2, 6)
5. Explain neuro-anatomical organization and function. (NASPE 2; FSMCS 4, 8; CF 2, 6)
6. Describe the principle components of motor learning. (NASPE 2; FSMCS 4, 8; CF 2, 6)
7. Explain theories of motor learning and skill acquisition. (NASPE 2; FSMCS 4; CF 2)
8. Demonstrate the application of theory through selected laboratory experiences. (NASPE 2; FSMCS 4, 5; CF 2)
9. Explain the effect of selected independent variables on the acquisition of skill. (NASPE 2, 3; FSMCS 4, 7, 8; CF 2, 6)

## **Course Objectives**

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The purpose of this course is to provide an overview of growth, motor development, and motor learning to those wishing to work with physically active individuals at various life stages.

## **Required Texts and/or Readings and Course Materials**

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Haibach-Beach, P., Reid, G., & Collier, D. (2018). *Motor Learning and Development* (2<sup>nd</sup> ed. **OR** 3<sup>rd</sup> ed.). Human Kinetics Publishing, Champaign, IL. ISBN: 978-1-4925-3659-8

## How to Succeed in this Course

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To succeed in this course, you will need to complete all readings and engage in all class activities. You will also need to manage your time to give adequate attention to course assignments.

## Grading Scale

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| Grading Scale |    |        |    |
|---------------|----|--------|----|
| 97-100        | A+ | 74-76  | C  |
| 94-96         | A  | 70-73  | C- |
| 89.5-93       | A- |        |    |
| 87-89.4       | B+ | 67-69  | D+ |
| 84-86         | B  | 64-66  | D  |
| 79.5-83       | B- | 60-63  | D- |
| 77-79.4       | C+ | 0 - 59 | F  |

Note for PETE Majors: A minimum of a C- must be achieved to continue in the Physical Education Teacher Education Program.

## Grade Categories and Weights

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| Assessment                                          | Weighted<br>(% of Final Grade) |
|-----------------------------------------------------|--------------------------------|
| Online Labs (5) and Lab Responses (6)               | 30%                            |
| Exams (2)                                           | 25%                            |
| Fundamental Movement Pattern Analysis Critical Task | 15%                            |
| Final Assignment/Semester Project                   | 15%                            |
| Quizzes (5)                                         | 15%                            |
| <b>TOTAL</b>                                        | <b>100%</b>                    |

## **Instructor Feedback Policy & Grade Dissemination**

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I will respond to email communication relevant to the subject matter within 48 hours of the date received. I will also provide feedback on assignments within one week of the posted deadline, and feedback on final papers within two weeks of the posted deadline. Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "Grades" in Canvas.

## **Major Topics and Course Schedule**

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Schedule

| Module   | TOPICS COVERED                                          | READINGS & Lecture        | ASSIGNMENTS DUE EVERY 2 Weeks (by Sun 11:59pm)                                                           |
|----------|---------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------|
| Module 1 | Theories of Motor Behavior                              | Ch. 1, 2, and 3 & Lecture | Review Module 0<br>First Week Attendance (due Thurs. 5pm)<br>M1 Quiz<br>M1 Online Lab<br>M1 Lab Response |
| Module 2 | Foundational Concepts of Motor Behavior                 | Ch. 4, 5, & Lecture       | M2 Quiz<br>M2 Online Lab<br>M2 Lab Response                                                              |
| Module 3 | Lifespan Physical Activities & Movement                 | Ch. 6, 7, 8 & Lecture     | M3 Quiz<br>M3 Fundamental Movement Pattern Critical Analysis                                             |
| Module 4 | Functional & Structural Constraints – Part A            | Ch. 9, 11, & Lecture      | M4 Online Lab<br>M4 Lab Response<br>Exam #1                                                              |
| Module 5 | Functional & Structural Constraints – Part B            | Ch. 12, 13, & Lecture     | M5 Quiz<br>M5 Online Lab<br>M5 Lab Response                                                              |
| Module 6 | Designing Developmentally Appropriate Programs – Part A | Ch. 15, 16, & Lecture     | M6 Quiz<br>M6 Online Lab<br>M6 Lab Response                                                              |

|          |                                                         |                       |                                                                       |
|----------|---------------------------------------------------------|-----------------------|-----------------------------------------------------------------------|
| Module 7 | Designing Developmentally Appropriate Programs – Part B | Ch. 17, 18, & Lecture | M7 Final<br>Assignment/Semester Project<br>M7 Lab Response<br>Exam #2 |
|----------|---------------------------------------------------------|-----------------------|-----------------------------------------------------------------------|

\* Note: The Schedule is subject to revision

## USF Core Syllabus Policies

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USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

## Student Recordings

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### Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

## Course Policies: Grades

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### **Late Work Policy:**

All assignments must be submitted by the due date. Late work for any reason will be penalized by 10% each day it is late without prior communication (I can be flexible with dates; however, you need to communicate with me prior to the due date.). Assignments will not be accepted more than one week past the original due date. **Students must complete ALL assignments to pass the course.** All assignments are to be individual efforts unless directions state otherwise.

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### **Critical Task Information (for Physical Education Majors Only).**

The critical tasks must be satisfactorily completed (3 or better on each criterion) in order to pass the course. If any criterion of the Critical Assignment needs to be redone due to not receiving a satisfactory score, it must be re-done and submitted within two weeks from the time you receive your assignment grade. If it is not, 10% of your original grade on that portion of the assignment will be deducted for each day it is late. **In this course, this Critical Task is your Analysis project, a 3 is normally seen as a 70% on a graded assignment.**

**Make-up Exams Policy:** Exams must be taken at the scheduled time.

Exceptions for extenuating circumstances will be determined on a case by case basis. If the student knows he/she will be absent for an exam date, arrangements to take the exam at an alternate time must be made prior to the date that it is scheduled. An exam not taken at the regularly scheduled time might be different from the one given to the rest of the class.

**Extra Credit Policy:** *There is no extra credit offered for this class.*

**Group Work Policy:** There are no group projects for this course.

**Final Examinations Policy:** All final exams are to be scheduled in accordance with the University's final examination policy.

## **Grades of "Incomplete"**

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The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

## **Campus Free Expression**

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It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

## **Course Policies: Technology and Media**

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**Email:** Students should communicate with their instructor using their USF email address. Please allow 24-48 hours for an email response for non-emergency situations.

**Canvas:** All assignments will be submitted through Canvas unless otherwise notified by your instructor. If you need help learning how to perform various tasks related to this

course or other courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).

## **Course Policies: Student Expectations**

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### **Health and Wellness**

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at [www.usf.edu/sos](http://www.usf.edu/sos) so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

### **Title IX Policy**

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit [www.usf.edu/title-ix](http://www.usf.edu/title-ix).

### **Course Hero / Chegg Policy**

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and



CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

### **Professionalism Policy**

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

### **Turnitin.com**

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

### **Netiquette Guidelines**

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.

- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

### **Email and Discussion Board Guidelines**

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

### **End of Semester Student Evaluations**

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

### **Food and Drink Policy (for in-campus sessions only).**

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

### **Learning Support and Campus Offices**

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#### **Academic Accommodations**

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

## **Academic Support Services**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

## **Canvas Technical Support**

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu](mailto:help@usf.edu).

[USF IT Services](#)

## **Center for Victim Advocacy**

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

## **Counseling Center**

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

## **Tutoring**

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email [asctampa@usf.edu](mailto:asctampa@usf.edu).

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

## **Writing Studio**

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: [writingstudio@usf.edu](mailto:writingstudio@usf.edu).

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

## **Student Ombuds Office**

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)