I. Course Description (from catalog)
Kine3338 Motor Development/Learning. Basic concepts and theories of motor learning will be introduced and applied to developmentally appropriate movement application for movement specialists. The course will be taught from an applied motor learning perspective and is ideal for movement specialists seeking to understand how psychomotor skills are acquired and how we might enhance this process.

II. Rationale
A course of study in motor learning facilitates professional movement specialists’ understanding of the capabilities of learners as to guide the students’ development and improve their health and performance. With an understanding of motor learning, its theoretical underpinnings, and its applied aspects, programming may be more effective. Specifically, this course will provide undergraduates the opportunity to understand motor learning from a cognitive and behavioral perspective, explore motor learning theories, and design successful strategies for student success following error identification and skill refinement. This course applies to the degree of Kinesiology within the College of Education of Texas A&M-Corpus Christi.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. **LEARNER-CENTERED PROFESSIONAL DEVELOPMENT**: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES Competencies (applicable)

**Physical Education Standards for the Texas State Board for Educator Certifications**: In preparation for the Texas Examinations of Educator Standards (TExES) in Physical Education EC -12, this course addresses *these standards* and *competencies*.

**Standard I**
The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

**Standard IV**
The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

**Standard V**
The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

**Standard VI**
The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

**Standard VII**
The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.

V. Course Objectives/Learning Outcomes

*This course is designed to enable students to:*

- Students attain the skills to assist in the instruction and analysis of a variety of motor related skills (Standard I).
- Students acquire the tools to physical, emotional and affective development in skill acquisition (Standard IV).
- Students understand, articulate and demonstrate how to target motor learning at a developmentally appropriate level as to cater for students and clients off all needs and abilities in their development (Standard V).
- Students demonstrate the ability to select instructional strategies across a variety of scenarios (such as athletic training, rehabilitation, occupational therapy and education) which are set upon the concept of developmentally appropriate instruction (Standard VI).
- Students learn how to assess in their respective environment as it related to motor learning and subsequent development (Standard VII).

VI. Course Topics

*The major topics to be considered are:*

- Motor skills
- *Theoretical approaches to movement preparation*
Attention
Coordination & Control
Stages of Learning
Skill presentation
Principles of practice design
Error diagnosis and correction (including feedback)
Task Analysis for varied professions

VII. Instructional Methods and Activities
(Methods and activities should be correlated with objectives/outcomes)

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercises and experiments)
C. Field Experiences (case studies, field based experiment applications)

VIII. EVALUATION AND GRADE ASSIGNMENTS

COURSE REQUIREMENTS

1. Successful completion of quizzes and written exams.
2. Complete all written assignments.
3. Complete all laboratory assignments and maintain a notebook of lab results and experiences.
4. Complete two motor-based analyses of selected human movement or sport skill.
5. Demonstrate computer proficiency in task analysis design and utilization.
6. NOTE: Late assignments will not be accepted. All written work must exhibit a college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

EVALUATION

1. Exams (4) 100 pts. ea. 50%
2. Quizzes (10) 20%
3. Lab assignments (10) 20%
4. Case study presentations 10%

100%

GRADING SCALE

90-100% A
80-89% B
70-79% C
60-69% D
59% or less F
DEFINITION OF GRADES
Grades are distributed according to the following criteria:

A Your work obviously stands out from that of the normal body of students. You serve as a role model for how the assignment should be carried out. You are creative and energetic, expanding the boundaries of the assignment.

B You exceed expectations. Your preparation and delivery serve as examples of the proper concepts and practices. All of the required material is plainly in evidence, and your work is fluid and smooth.

C You complete an assignment that the average student, working the average amount of time should be expected to prepare. Your work is complete but in no way exceptional or deserving of extra attention.

D You demonstrate that you understood the assignment, but constructed and presented the material in a less than satisfactory way. Your performance was sub-standard relative to normal expectations.

F You either fail to do the assignment or your work is too far below acceptable standards to merit any consideration. You either completely miss the point of the assignment or disregard critical elements of it.
### IX. Course Schedule and Policies

A. Tentative course schedule.

**CLASS SCHEDULE (subject to change)**

<table>
<thead>
<tr>
<th>Class Weeks</th>
<th>Educational Focus</th>
<th>Work Due by this week</th>
</tr>
</thead>
</table>
| 1           | Part I Chapter 1-5  
Chapter 1, Case Study Review  
Lab 1 for Chapter 1 | Chapter 1, Quiz 1 |
| 2           | Chapter 2  
Chapter 2 Lab  
Case Study Selection (3 individual cases) workshop | Chapter 2, Quiz 2 |
| 3           | Chapter 3  
Chapter 3 Lab | Chapter 3, Quiz 3 |
| 4           | **Test #1** | |
| 5           | Chapter 4  
Chapter 4 Lab | Chapter 4, Quiz 4 |
| 6           | Chapter 5  
Chapter 5 Lab | Chapter 5, Quiz 5 |
| 7           | Chapter 6  
Chapter 6 Lab, Case study prep | Chapter 6, Quiz 6 |
| 8           | Chapter 6 and task application Lab, Exam review | Chapter 6, Quiz 6 |
| 9           | **Test #2** | |
| 10          | Chapter 7  
Chapter 7 Lab | Chapter 7, Quiz 7 |
| 11          | Chapter 8  
Chapter 8 Lab | Chapter 8, Quiz 8 |
| 12          | Chapter 9  
Chapter 9 Lab | Chapter 9, Quiz 9 |
| 13          | **Test #3** | |
B. Class Policies (includes policies related to attendance, late assignments, make-up tests)

ATTENDANCE POLICY
Students are required to punctually attend all class meetings (when applicable) and complete all assignment deadlines. Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made up due to tardiness. **Consistent attention to assignment instructions and submission deadlines is critical to the successful completion of this course.**

STUDENT CONDUCT
Professional behavior is expected of all students. Inappropriate course conduct (cursing, disruption, etc.) may result in a reduced final grade or failure of the course.

**NOTE:** Please be aware that no food or drink (including water) is allowed in the lab. Please leave all food or drink outside of the classroom.

**NOTE:** Printing online tests and/or quizzes is strictly prohibited.

X. TEXTBOOK (required)

Textbook(s)
*The textbook(s) adopted for this course is:*

*Recommended but not required supplementary textbook(s) is:*

XI. Bibliography
*The knowledge bases that support course content and procedures includes:*

XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
KINE 3338-Motor Learning & Development /Lab
Syllabus Acknowledgment Form

I, (print name)____________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 3338-Motor Learning/Development at Texas A&M University-Corpus Christi.

Signature __________________________________ Date ____________________