I. Course Description (from catalog)
Kine 3338 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 of 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 include but are not limited to:
Motor skills
Theoretical approaches to movement preparation
Neural Mechanisms
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 motor learning project).

VIII. EVALUATION AND GRADE ASSIGNMENTS

COURSE REQUIREMENTS
1. Attend class prepared to participate. (includes reading chapters prior to class)
2. Successfully complete all quizzes and exams.
3. Complete all written work by the prescribed deadline.
4. Complete and present class project.
5. NOTE: Late work will not be accepted. Any assignment may be turned in prior to the deadline however no work will be taken afterwards. 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

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Exams (5 total – drop the lowest)</td>
<td>50%</td>
</tr>
<tr>
<td>Quizzes (unannounced – drop the lowest)</td>
<td>10%</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
</tr>
</tbody>
</table>
GRADING SCALE
90- 100  A
80-89%  B
70-79%  C
60-69%  D
59% or  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.

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td></td>
<td>Introductions/Chapter 1</td>
</tr>
<tr>
<td>28/30</td>
<td>Chapt 1</td>
<td>Chapt 2</td>
</tr>
<tr>
<td>Feb 4/6</td>
<td>Chapt 2</td>
<td>Chapt 3</td>
</tr>
<tr>
<td>11/13</td>
<td>Chapt 3</td>
<td>Test 1 (Ch 1-3)</td>
</tr>
<tr>
<td>18/20</td>
<td>Chapt 4</td>
<td>Chapt 4</td>
</tr>
<tr>
<td>25/27</td>
<td>Chapt 5</td>
<td>Test 2 (Ch 4)</td>
</tr>
<tr>
<td>March 4/6</td>
<td>Chapt 5</td>
<td>Chapt 6</td>
</tr>
<tr>
<td>11/13</td>
<td>SPRING</td>
<td>BREAK</td>
</tr>
<tr>
<td>18/20</td>
<td>Chapt 6</td>
<td>Test 3 (Ch 5-6)</td>
</tr>
<tr>
<td>25/27</td>
<td>Chapt 7</td>
<td>Chapt 7</td>
</tr>
<tr>
<td>April 1/3</td>
<td>Chapt 8</td>
<td>Chapt 8</td>
</tr>
<tr>
<td>8/10</td>
<td>Chapt 9</td>
<td>Test 4 (Ch 7-8)</td>
</tr>
<tr>
<td>15/17</td>
<td>Chapt 9</td>
<td>Chapt 10</td>
</tr>
<tr>
<td>22/24</td>
<td>Chapt 10</td>
<td>Test 5 (Ch 9-10)</td>
</tr>
<tr>
<td>29/May 1</td>
<td>Project Presentations</td>
<td>Project Presentations</td>
</tr>
<tr>
<td>6 &amp; 15</td>
<td>Chapt 11</td>
<td>Final Exam 4:30</td>
</tr>
</tbody>
</table>

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 meet all assignment deadlines. Coursework, assignments, and quizzes may not be made up due to absences or tardiness with the exception of excused absences. 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 or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. 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.

Cell Phones, Musical Technology, and other Non-class Related Equipment If a student is noted using cell phones (e.g. texting), they will be asked to leave and may not return to class.
until that have come to my office to visit about their refusal to abide by class policy. The student will only be allowed back in the classroom when the professor is confident the student understands the rule and is willing to abide by it. If a student misses information, quizzes, assignments, tests or any other class product while absent due to the cell phone violation they will receive a zero for that product. **The intent of this policy is not to be punitive, but rather to reinforce, in a powerful manner, the importance of professionalism in the classroom and beyond.**

*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.*

X. TEXTBOOK (required)

Textbook(s)
The textbook(s) adopted for this course 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](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.