I. **Course Description**  
A study of the fundamental principles related to human motor development and the scientific principles related to motor learning.

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 University-Corpus Christi.

III. **State Adopted Proficiencies for Teachers**  
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
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/Student 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; Proficiency 1).

Students acquire the tools for physical, emotional and affective development in skill acquisition (Standard IV; Proficiency 1).

Students understand, articulate, and demonstrate how to target motor learning at a developmentally appropriate level in order to cater to students and clients of all needs and abilities in their development (Standard V; Proficiency 3).

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; Proficiency 2).

Students learn how to assess in their respective environment as it relates to motor learning and subsequent development (Standard VII; Proficiency 2).

VI. Course Topics
The major topics to be considered are:
- Motor learning and control
- Movement preparation
- Behavioral theories of motor control
- Neural mechanisms
- Stages of learning
- Pre-instruction considerations
- Skill presentation
- Principles of practice design
- Practice schedules
- Diagnosing errors
- Correcting errors

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

A. Traditional Experiences (lecture/discussion; video; online deliveries; written assignments)
B. Clinical Experiences (lab exercise; cooperative groups)

VIII. Evaluation and Grade Assignment

*The methods of evaluation and the criteria for grade assignment are:*

A. **Methods and Percentage of Final Course Grade Each Assessment Constitutes**

<table>
<thead>
<tr>
<th>Methods</th>
<th>Points</th>
<th>% of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Labs</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Other Activities/Assignments</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>500 pts</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. **Grading Scale**

- 90- 100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 59% or less F

IX. **Course Schedule and Policies**

A. Below is a *tentative* course outline that is subject to change throughout the semester. Actual dates for topics to be covered and corresponding readings, assignments, and assessments will be announced in class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Meeting Dates</th>
<th>Topics and Readings</th>
<th>Assignments and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday, 8/27, Friday, 8/29</td>
<td>Course introduction</td>
<td>TBA</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday, 9/3, Friday, 9/5</td>
<td>Chapter 1</td>
<td>Quiz 1 Lab/Activity</td>
</tr>
<tr>
<td>3</td>
<td>Monday, 9/8, Wednesday, 9/10, Friday, 9/12</td>
<td>Chapter 2</td>
<td>Quiz 2 Lab/Activity</td>
</tr>
<tr>
<td>4</td>
<td>Monday, 9/15, Wednesday, 9/17, Friday, 9/19</td>
<td>Chapter 3</td>
<td>Quiz 3 Lab/Activity</td>
</tr>
<tr>
<td>5</td>
<td>Monday, 9/22, Wednesday, 9/24, Friday, 9/26</td>
<td>Chapter 4</td>
<td>Quiz 4 Lab/Activity</td>
</tr>
<tr>
<td>6</td>
<td>Monday, 9/29, Wednesday, 10/1, Friday, 10/3</td>
<td>Chapter 5</td>
<td>Quiz 5 Lab/Activity</td>
</tr>
<tr>
<td>7</td>
<td>Monday, 10/6, Wednesday, 10/8, Friday, 10/10</td>
<td>Chapters 1-5</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>8</td>
<td>Monday, 10/13, Wednesday, 10/15, Friday, 10/17</td>
<td>Chapter 6</td>
<td>Quiz 6 Lab/Activity</td>
</tr>
<tr>
<td>9</td>
<td>Monday, 10/20, Wednesday, 10/22, Friday, 10/24</td>
<td>Chapter 7</td>
<td>Quiz 7 Lab/Activity</td>
</tr>
<tr>
<td>10</td>
<td>Monday, 10/27, Wednesday, 10/29, Friday, 10/31</td>
<td>Chapter 8</td>
<td>Quiz 8 Lab/Activity</td>
</tr>
<tr>
<td>11</td>
<td>Monday, 11/3, Wednesday, 11/5, Friday, 11/7</td>
<td>Chapter 9</td>
<td>Quiz 9 Lab/Activity</td>
</tr>
<tr>
<td>12</td>
<td>Monday, 11/10, Wednesday, 11/12, Friday, 11/14</td>
<td>Chapter 10</td>
<td>Quiz 10 Lab/Activity</td>
</tr>
<tr>
<td>13</td>
<td>Monday, 11/17, Wednesday, 11/19, Friday, 11/21</td>
<td>Chapter 11</td>
<td>Quiz 11 Lab/Activity</td>
</tr>
<tr>
<td>14</td>
<td>Monday, 11/24, Wednesday, 11/26</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>15</td>
<td>Monday, 12/1</td>
<td>Course wrap-up, review for final exam</td>
<td>Chapters 6-11</td>
</tr>
</tbody>
</table>
B. Class Policies

**Attendance/tardiness**
Students are required to punctually attend all class meetings (when applicable). Daily attendance will be taken by the instructor on class meeting days. Arrival to class after attendance is taken will be recorded as an absence. Excused absences are limited solely to participation in a TAMUCC sanctioned event or a religious holy day as outlined in the University catalog. Absences for any other reason are considered “unexcused.” **THREE (3)** unexcused absences are allowed without penalty other than a score of zero for any missed coursework or exams (see next section). More than three absences is considered excessive and will result in the lowering of the final grade by one letter grade per absence over three (i.e. an earned “A” becomes a “B,” an earned “B” becomes a “C,” and so on). This penalty is **in addition** to any scores of zero incurred from missed coursework or exams (see next section).

*As a courtesy, please email the instructor in advance of class if you are going to be absent for any reason.*

**Late work and Make-up Exams**
Only students who are absent from class on approved University business or for a religious holy day may make up coursework and exams. These students are responsible for informing the instructor about the absence in advance so that arrangements can be made. Quizzes, exams, labs, and other activities/assignments missed due to unexcused absences or tardiness may **NOT** be made up. Failing to complete/turn in/show up for/show up in time for a quiz, lab, exam, or other assignment or activity will automatically result in a score of **ZERO (0)** for that item.

**Extra Credit**
There may be one or more opportunities to earn extra credit during the course. Any extra credit opportunities will be announced in class by the instructor.

**Cell Phone/Electronic Device Usage**
Absolutely no cell phone use will be allowed during class time. Cell phones should be turned off or placed on silent (not vibrate) prior to the class start time. If a student is caught or perceived to be using their cell phone (texting, web browsing, etc.), they will be asked to leave class and will be recorded as absent for that day. The absence will count toward the three “allowed” unexcused absences. Additionally, the student will receive a score of zero on any coursework or exam missed due to the cell phone violation. 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. If you have an emergency situation and need to have access to your phone during class, please inform the instructor at the beginning of class.
Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 7, 2014 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all
instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you 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. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In
addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. **Required Readings**
   **Textbook:**

   **Recommended or Supplemental Reading:**
   Any additional readings will be provided via Blackboard.

   **Website:**
   The Website that accompanies and is coordinated with this course is Blackboard, which can be accessed at bb9.tamucc.edu. Blackboard is the primary means through which the instructor will distribute materials, make announcements, and contact students. Grades for assignments and examinations can also be found here. It is the student’s responsibility to check Blackboard and University email account at least once daily.

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


XII. **List of Supplies**
   Students should come to all face-to-face class meetings with materials for note-taking. Lab materials will be provided by the instructor. Students will need reliable access to the internet for any online components of this course.