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. Course Objectives/Student Learning Outcomes
This course is designed to enable students to:

1. Attain skills to assist in the instruction and analysis of a variety of motor related skills.
2. Acquire the tools for physical, emotional, and affective development in skill acquisition.
3. 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.
4. Demonstrate the ability to select instructional strategies across a variety of scenarios (such as physical/occupational therapy, exercise science, and education) which are set upon the concept of developmentally appropriate instruction.
5. Assess in their respective environment as it relates to motor learning and subsequent development.

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

V. 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)

VI. 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 (12 @ 10 pts each, best 10 count)</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Labs (6 @ 20 pts each, best 5 count)</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments (6 @ 20 pts each, best 5 count)</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>Total</td>
<td>500 pts</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: All written work must exhibit a college level of competency. Written work with three or more errors in any combination of spelling, grammar, punctuation, and/or capitalization is considered unacceptable and will receive a score of ZERO (0).

B. Grading Scale

A = 450-500 pts (90-100%)
B = 400-449 pts (80-89%)
C = 350-399 pts (70-79%)
D = 300-349 pts (60-69%)
F = 299 pts or less (59% or less)

VII. 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.
<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, 1/20&lt;br&gt;     Friday, 1/22</td>
<td>Course introduction</td>
<td>Photo&lt;br&gt;Syllabus quiz</td>
</tr>
<tr>
<td>2</td>
<td>Monday, 1/25&lt;br&gt;       Wednesday, 1/27&lt;br&gt; Friday, 1/29</td>
<td>Chapter 1</td>
<td>Chapter 1 activities&lt;br&gt;Chapter 1 quiz</td>
</tr>
<tr>
<td>3</td>
<td>Monday, 2/1&lt;br&gt;       Wednesday, 2/3&lt;br&gt; Friday, 2/5</td>
<td>Finish Chapter 1&lt;br&gt;Begin Chapter 2</td>
<td>Lab 1: Abilities</td>
</tr>
<tr>
<td>4</td>
<td>Monday, 2/8&lt;br&gt;       Wednesday, 2/10&lt;br&gt; Friday, 2/12</td>
<td>Chapter 2</td>
<td>Lab 2a: Hick’s Law&lt;br&gt;Chapter 2 quiz</td>
</tr>
<tr>
<td>5</td>
<td>Monday, 2/15&lt;br&gt;      Wednesday, 2/17&lt;br&gt; Friday, 2/19</td>
<td>Chapter 3</td>
<td>Chapter 3 activities&lt;br&gt;Chapter 3 quiz</td>
</tr>
<tr>
<td>6</td>
<td>Monday, 2/22&lt;br&gt;      Wednesday, 2/24&lt;br&gt; Friday, 2/26</td>
<td>Chapter 4</td>
<td>Lab 4: Visual Search&lt;br&gt;Chapter 4 quiz</td>
</tr>
<tr>
<td>7</td>
<td>Monday, 2/29&lt;br&gt;      Wednesday, 3/2&lt;br&gt; Friday, 3/4</td>
<td>Chapter 5</td>
<td>Chapter 5 activities&lt;br&gt;Chapter 5 quiz</td>
</tr>
<tr>
<td>8</td>
<td>Monday, 3/7&lt;br&gt;       Wednesday, 3/9&lt;br&gt; Friday, 3/11</td>
<td>Review for midterm&lt;br&gt;Midterm (Chapters 1-5)</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>9</td>
<td>Monday, 3/21&lt;br&gt;      Wednesday, 3/23&lt;br&gt; Friday, 3/25</td>
<td>Chapter 6</td>
<td>Chapter 6 activities&lt;br&gt;Chapter 6 quiz</td>
</tr>
<tr>
<td>10</td>
<td>Monday, 3/28&lt;br&gt;      Wednesday, 3/30&lt;br&gt; Friday, 4/1</td>
<td>Chapter 7</td>
<td>Lab 7a: Modeling and Verbal Instructions&lt;br&gt;Chapter 7 quiz</td>
</tr>
<tr>
<td>11</td>
<td>Monday, 4/4&lt;br&gt;       Wednesday, 4/6&lt;br&gt; Friday, 4/8</td>
<td>Chapter 8</td>
<td>Lab 8a: Segmentation&lt;br&gt;Chapter 8 quiz</td>
</tr>
<tr>
<td>12</td>
<td>Monday, 4/11&lt;br&gt;      Wednesday, 4/13&lt;br&gt; Friday, 4/15</td>
<td>Chapter 9</td>
<td>Chapter 9 activities&lt;br&gt;Chapter 9 quiz</td>
</tr>
<tr>
<td>13</td>
<td>Monday, 4/18&lt;br&gt;      Wednesday, 4/20&lt;br&gt; Friday, 4/22</td>
<td>Chapter 10</td>
<td>Chapter 10 activities&lt;br&gt;Chapter 10 quiz</td>
</tr>
<tr>
<td>14</td>
<td>Monday, 4/25&lt;br&gt;      Wednesday, 4/27&lt;br&gt; Friday, 4/29</td>
<td>Chapter 11</td>
<td>Lab 11: Knowledge of Results&lt;br&gt;Precision&lt;br&gt;Chapter 11 quiz</td>
</tr>
<tr>
<td>15</td>
<td>Monday, 5/2</td>
<td>Course wrap-up, review for final exam</td>
<td>Chapters 6-11</td>
</tr>
</tbody>
</table>

**Week 15:**
- **Course wrap-up, review for final exam**
- **Week 15:**
- **Wednesday, 5/11:**
- **11:00am-1:30pm**
- **Chapters 6-11**
- **FINAL EXAM**
B. Class Policies

**Attendance/tardiness**
Students are required to punctually attend all class meetings. 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, labs, assignments, or exams missed due to unexcused absences or tardiness may **NOT** be made up. Failing to complete, turn in, or show up for a quiz, lab, assignment, or exam 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**
The use of cell phones, laptops, tablets, and other electronic devices is not permitted 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.) In this class, academic misconduct may result in 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, April 8, 2016 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 gender, ethnic/racial origin, religious
background, age, sexual orientation, or disability. Behaviors that infringe on the
rights of another individual will not be tolerated.
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

VIII. Textbook
The textbook adopted for this course is:

Holcomb Hathaway, Publishers, Inc.

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.

IV. 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.

V. 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.