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:

Students attain the skills to assist in the instruction and analysis of a variety of motor related skills.

Students acquire the tools for physical, emotional and affective development in skill acquisition.

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.

Students 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.

Students learn how to 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 (online deliveries; written assignments; video)

VI. Evaluation and Grade Assignment

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>Assignments (11 @ 20 pts each, best 10 count)</td>
<td>200 pts</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes (11 @ 10 pts each, best 10 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><strong>TOTAL:</strong></td>
<td><strong>500 pts</strong></td>
<td><strong>100%</strong></td>
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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. This 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>Dates</th>
<th>Topics and Readings</th>
<th>Assignments and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week of March 20</td>
<td>Chapters 1 and 2</td>
<td>Chapters 1 and 2 assignments and quizzes due Friday, March 24 by 11:59pm</td>
</tr>
<tr>
<td>2</td>
<td>Week of March 27</td>
<td>Chapters 3 and 4</td>
<td>Chapters 3 and 4 assignments and quizzes due Friday, March 31 by 11:59pm</td>
</tr>
<tr>
<td>3</td>
<td>Week of April 3</td>
<td>Chapter 5 MIDTERM (Chapters 1-5)</td>
<td>Chapter 5 assignment and quiz and Midterm Exam due Friday, April 7 by 11:59pm</td>
</tr>
<tr>
<td>4</td>
<td>Week of April 10</td>
<td>Chapters 6 and 7</td>
<td>Chapters 6 and 7 assignments and quizzes due Friday, April 14 by 11:59pm</td>
</tr>
<tr>
<td>5</td>
<td>Week of April 17</td>
<td>Chapters 8 and 9</td>
<td>Chapters 8 and 9 assignments and quizzes due Friday, April 21 by 11:59pm</td>
</tr>
<tr>
<td>6</td>
<td>Week of April 24</td>
<td>Chapters 10 and 11</td>
<td>Chapters 10 and 11 assignments and quizzes due Friday, April 28 by 11:59pm</td>
</tr>
<tr>
<td>7</td>
<td>Week of May 1</td>
<td>FINAL (Chapters 6-11)</td>
<td>Final Exam due Friday, May 5 by 11:59pm</td>
</tr>
</tbody>
</table>

You have a one-week window in which to complete each assignment, quiz, and exam in this course, however, you are highly encouraged to complete them earlier in the week rather than later. When you wait until shortly before a deadline, you risk something happening that prevents you from successfully getting your work done on time.

B. Class Policies

Late Work and Make-up Exams
Late work is not accepted and exams may not be made up. Failure to complete an assignment, quiz, or exam by the deadline will automatically result in a score of ZERO (0) for that item. That being said, I recognize that there are many legitimate reasons that could potentially cause a student to miss a deadline, which is why I “drop” your lowest assignment grade and your lowest quiz grade at the end of the semester (See Section VI: Evaluation and Grade Assignment).

Extra Credit
There may be one or more opportunities to earn extra credit during the course, however, this is not a guarantee. Any extra credit opportunities will be announced.

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, April 7, 2017 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.
VIII. Textbook

*The textbook adopted for this course is:*


*Website:*

The Website that accompanies and is coordinated with this course is Blackboard, which can be accessed at bb9.tamucc.edu. Because this course is 100% online, consistent attention to instructions and deadlines on Blackboard is critical to your success in this course. Blackboard is the means through which materials will be distributed and announcements will be made. Grades for assignments and examinations can also be found here. If I need to contact individual students, I will do so through your University email account. **It is the student’s responsibility to check Blackboard AND University email account at least once daily!**

IX. 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.

X. 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 CCH 117. 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.

XI. 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

XII. 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& 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.