

KINE 4323-01
Spring 2011
MWF 11:00 AM -11:50 AM
Science 114

School of Nursing & Allied Health
Department Of Kinesiology

COURSE DESCRIPTION

Motor Learning is a course in which the student learns about how adults and children learn physical skills. Physiological, psychological, social, and emotional effects on learning are important components of this course.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This three hour course is one of the core courses in the Kinesiology major and is required for graduation. It is designed for juniors and seniors who have already taken Physiology of Exercise. The student must already have taken KINE 2310-Foundations of Kinesiology, BIOL 2404-Anatomy and Physiology I, and KINE 3393-Physiology of Exercise all with a grade of C or better.

INSTRUCTOR INFORMATION

Joseph D. Brown, PhD

Nursing 129

Office: 281-649-3286

Email: jdbrown@hbu.edu

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

LEARNING RESOURCES

Magill, R.A. (2010) *Motor learning: Concepts and applications* (9th ed.). New York: McGraw - Hill

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In accordance with the university purpose (including its commitment to academic excellence, the Christian faith, personal growth, respect for all persons, a sense of community, and career preparation), this course endeavors to;

1. provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning process.
2. encourage academic excellence, freedom, and objectivity.
3. promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning.

RELATION TO THE SCHOOL OF NURSING AND ALLIED HEALTH GOALS AND PURPOSES

This course will strive to adhere to the following principles;

1. Treat the students with respect and kindness.
2. Assessment and standards should be consistent, challenging, fair, and performance-based.
3. Students should be actively involved in the learning, with activities designed for a variety of learning styles.
4. Students will have the opportunity to develop interpersonal communication, critical thinking, and technology skills.

RELATION TO KINESIOLOGY DEPARTMENT GOALS AND PURPOSES

This course strives to help fulfill the goals and purposes of the Kinesiology department:

1. Relate subject matter to personal wellness and the wellness of others.
2. Help students to understand and take charge of their personal wellness.
3. Help students become more aware of the importance of health, fitness, and wellness in their lives.

The Houston Baptist University Kinesiology Department is committed to fashioning and cultivating a genuine practitioner in the science of human movement; preparing candidates to assume professional roles in education, in fields aligned with rehabilitation and prevention, and within the environments of sport and exercise. The candidate will display expert knowledge, professional competencies, and professional disposition suited for success in the profession.

COURSE OBJECTIVES

Overview/Purpose of the Course: Motor Learning is designed to provide students with the physiological and psychological information of how humans learn physical skills. Theories of learning, research, and experiments are studied.

Aims for the Course: As a result of this class, the student will gain respect for the complexities and intricacies of learning physical skills. Students will also be able to apply the principles of skill learning to teaching and coaching situations.

Specific Objectives: On completion of this course the student should be able to define, explain, have a working knowledge of, and be able to practically apply the concepts involved in the following topics:

1. A model for learning physical skills
2. Strategies for controlling human movement
3. The role of attention in the motor learning paradigm
4. The interplay of coordination and reaction time
5. Memory as it relates to skill learning
6. How individual differences effect skill learning
7. The role of instruction, feedback, practice, and organization in an optimal skill learning environment.
8. An experiment in motor learning.

TOPICAL OUTLINE

1/10	Introduction and Syllabus
1/12	Learning Model
1/17	Chapter 1- Classifications of Motor Skills
1/19	Chapter 2- Measurement of Motor Performance
1/24	Chapter 3- Motor Abilities
1/26	Chapter 4- Neuromotor Basis for Motor Control
1/31	Chapter 5- Motor Control Theories
2/2	Chapter 6- Sensory Components of Motor Control
2/7	Chapter 7- Performance and Motor Control Characteristics of Fundamental Skills
2/9	Chapter 8- Action Preparation
2/14	<u>First Test- Units I, II, and the Learning Model</u>
2/16	
2/21	Chapter 9- Attention as a Limited Capacity Resource
2/23	Chapter 10- Memory Components, Forgetting, and Strategies
2/28	Chapter 11- Defining and Assessing Learning
3/1	Chapter 12- Stages of Learning
3/6	Chapter 13- Transfer of Learning
3/8	<u>Second Test- Units III and IV</u>
3/20	Review test, Experiment workday
3/22	Chapter 14- Demonstrations and Verbal Instructions
3/27	Chapter 15- Augmented Feedback
3/29	Chapter 16- Practice Variability and Specificity
4/3	Chapter 17- Amount and Distribution of Practice
4/5	Chapter 18- Whole and Part Practice
4/10	Chapter 19- Mental Practice
4/12	<u>Third Test- Units V and VI</u>

4/17 Review test-
4/19, 24, 26 Research Presentations

Final Exam

TEACHING STRATEGIES

This course is primarily a lecture-discussion format. Active learning projects include a detailed analysis on learning to juggle, and a motor learning experiment conducted by each student.

ASSESSMENT OF LEARNING

	Points
Attendance and Participation	50
Exams	50 each
Homework/Outside Assignments	20 each
In class assignments/Labs	10 each
Quizzes	20 each

Grading standards

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Method of student appraisal of faculty:

Students will be given an opportunity to appraise the professor by completing the IDEA Faculty Evaluation Questionnaire at the end of the session. The instructor, the department chairman and dean will review the responses of the students after the completion of the course.

Method of evaluating student response to course:

Students will be given an opportunity to describe their response to the course by completing the IDEA Faculty Evaluation Questionnaire at the end of the course. The instructor, the department chairman and dean will review the responses of the students after the completion of the course

CLASS POLICIES

Absence and Tardy Policies

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of “F” for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university’s policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Apart from the absences caused when students represent the university, students might need to miss class and/or lab sessions from time to time due to illness or other reasons. Instructors will permit students to be absent from a maximum of three class meetings that are scheduled in this syllabus for MWF and for TTH courses during the Fall and Spring semesters. Upon the fourth absence, faculty will begin to penalize a student’s grade in the course as the professor deems appropriate. For summer session courses that meet throughout the week, instructors will permit students to be absent a maximum of 2 class meetings. For courses that meet once a week, whether regular semesters or in the summer, instructors will permit students to be absent a maximum of one or two class meetings (upon the discretion of the instructor) before penalties are applied. Students are advised to use the allowed absences for illnesses and significant events beyond their control. Regular attendance in class is important for student success.

Absences beyond the allowed number will result in 5 percentage points taken off your final average for each absence. In addition, 5 percentage points will be deducted from your final average for every two tardies to class. A tardy occurs when the student arrives in class after roll has been taken by the instructor.

FACT: There is a high correlation between attendance and overall performance; e.g., high grades.

Academic Integrity

A tutorial has been created that explains behaviors you may engage in but do not recognize as unethical. Its purpose is to inform and educate you to identify these practices and, therefore, avoid them. You will find the tutorial in a Blackboard class named Academic Integrity, and you are encouraged to complete the tutorial before

priority registration for the next semester. You will earn one CLW point upon its completion.

Academic Honesty

Academic honesty is expected of all students. Academic honesty means that all work being submitted for a student's grade is that student's own work and not the work of others. This includes answers to test items, written assignments, oral presentations, etc. Academic dishonesty such as cheating on exams, written work, oral presentations, and clinical assignments violates the WE CARE values of the School of Nursing and Allied Health and will not be tolerated.

Plagiarism is defined as "the unauthorized use of language, ideas, and thoughts of another author and representation of them as one's own original work" (Random House Webster's College Dictionary, 1990, p. 1032). For the SONAH, plagiarism can be indicated by failure to follow the rules of format as stated in the *Publication Manual of the American Psychological Association*, 5th edition (2001). According to the APA manual, an author does not present the work of someone else as original work: each time another's words or ideas are used, credit must be given in the text. In the SONAH, plagiarism occurs when using more than seven words in a row of an author without properly documenting.

Academic dishonesty and plagiarism of any course tests, assignments, clinical experiences, etc. will constitute an automatic grade of "0" or "F" on any assignment or failure in the course depending on the seriousness of the violation as viewed by the faculty. Students may also be suspended from HBU for academic dishonesty and plagiarism. For more information, please refer to the *HBU Catalog: University Academic Policies*.

Turnitin

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course may be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality,

the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

Cell phones are to be turned off and put away. Do not place them on your desktop or use them during class. Laptop computers are not allowed in this class. If you leave the classroom to answer a phone call, you will be marked absent.

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work

Students are required to submit all assignments on the due date; a -5 point penalty is assessed for each day late. Your professor must approve any late assignments, missed work, or exam conflicts, prior to the due dates. There will be no exceptions to this policy.

Learning Disabilities

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

Missed Tests

If an exam is missed, the next exam grade will count twice. No make-up exams will be given. Promptness and regular attendance are required.

Oral and Written Communication

All oral and written communication will be done in formal Standard English. In written work, penalties will be assessed for difficulties with organization, clarity, punctuation, capitalization, and usage as well as the use of informal language/slang – even if the content is appropriate.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Joseph D. Brown, PhD

Nursing 129

Office: 281-649-3286

Email: jdbrown@hbu.edu

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ADDITIONAL COMMENTS REGARDING THE SIGNIFICANCE OF THE COURSE IN TERMS OF HISTORY, MOMENT, MOVEMENT, TRENDS, TIMELINESS, BODY OF BASIC. KNOWLEDGE, ETC.

Instructor's Signature

Date