

**COURSE SYLLABUS**

**HP 380**

**Motor Learning**

**Spring 2017**

**Course Instructor:** Lauren Willis

**Office:** HC 204

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**Office hours:**

**Class Meetings:** M/W/F 11:00 a.m. **–** 11:50 a.m.

**Location:** HC 209

**COURSE DESCRIPTION:**

This course provides an examination of the motor and cognitive characteristics of individuals involved in learning or performing motor skills and the conditions that influence learning. Emphasis is on how humans learn complex movement skills and control voluntary, coordinated movement. Principles and theories discussed will provide the student with concepts for skill development in teaching and coaching.

**TEXTBOOK:**

Schmidt, R. A. & Lee, T.D. (2014). Motor Learning and Performance (Fifth Edition). Human Kineticis: Champaign, IL.

**COURSE OBJECTIVES:**

1. Describe the meaning, philosophy and historical development to motor learning and how it differs from similar terms such as motor development. (SHAPE/NPES 1, 2; KTS 1; InTASC 4, 5)
2. Demonstrate an understanding of the individual constraints that affect the development of locomotors patterns (SHAPE/NPES 1, 2; KTS 1; InTASC 4, 5).
3. Demonstrate an ability to identify developmental changes in throwing, kicking, punting, and striking movements (SHAPE/NPES 1, 2; KTS 1; InTASC 4, 5).
4. Explain the role of social, cultural, and psychosocial constraints in motor development (SHAPE/NPES 4, 5; KTS 1; InTASC 4,5).
5. Demonstrate an ability to create a task analysis of various skills (SHAPE/NPES 1, 2, 3; KTS 1, 5, 6; InTASC 1, 2, 4, 5, 6, 8).
6. Demonstrate an understanding of the process involved in learning motor skills and the scientific techniques used to investigate these processes (SHAPE/NPES 1, 2; KTS 1, 6 ; InTASC 4, 5).
7. Identify techniques which can be used to structure the learning environment to maximize motor learning (SHAPE/NPES 1, 2, 4; KTS 1, 3, 6; InTASC 1, 2, 3, 4).

**COURSE ASSIGNMENTS:**

1. **Chapter Exams:** There will be four exams covering 5-6 chapters’ worth of material. Exams will consist of a variety of question types (listing, multiple choice, short answer, etc.). (3 x 50 = 150 points)
2. **Quizzes:** Quizzes will be given periodically throughout the semester to assess knowledge learned through lectures, labs, and readings. Quizzes may or may not be announced; meaning it is very important to stay up on current work and continue to study materials. (5 x 10 = 50 points)
3. **Group Presentations:** Students will be divided into groups and will present a plan of fundamental motor skill acquisition. More information will be provided as the semester progresses. (50 points)
4. **Written Assessment:** Students will write a paper focusing on the philosophy and historical development of motor learning. Students will compare and contrast motor learning to other similar terms such as motor development and motor control. Students will then choose a specific concept within motor learning and expound on that topic. (100 points)

**All assignments must be typed (12-point Times New Roman). Hard copy assignments will not be accepted via email. (Only exceptions considered would be is if the instructor is contacted prior to the deadline of the assignment.)**

**PROFESSIONAL EXPECTATIONS:**

1. **Attendance and punctuality:** All students are to comply with the “Student Attendance Policy” as described in the Campbellsville University Student Handbook. After the **12th absence** the student will automatically be withdrawn from the class.

**NO LATE ASSIGNMENTS OR MISSED ASSESSMENTS WILL BE ACCEPTED. All assignments are to be handed in on time regardless of absence and assessments should be taken on the scheduled day. If there are extenuating circumstances come and speak with me prior to the day of the absence. Emails the day of class or after class will not suffice. If not excused by myself before the due date, student will receive no credit for assignment or assessment.**

1. **Appropriate dress:** Hats, hoods, or ear warmers are not to be worn in class. Dress modestly in respect to fellow classmates.
2. **Class Preparation.** Students are expected to come to class prepared (study, read, bring notes, have materials, etc.). Lack of preparation shown by the inability to participate in activities and discussions during class will have a negative impact on performance in class.
3. **Professional behavior:** Students are expected to demonstrate professional behavior during all class sessions. This includes being respectful of the instructor and classmates, using appropriate language and tone of voice, and being attentive during class.
4. **Electronic Devices:** The use of electronic devices (i.e., laptops, phone calls, text messages, head phones, music, etc.) is not permitted in this class. (5 points will be subtracted from the student’s next unit exam for each incident.) **This is your one warning and will go into effect after the first day of classes.**
5. **Verbal announcements** given in class take precedence over this written material.

## ACADEMIC INTEGRITY:

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Academic integrity can be compromised by one of two categories: cheating and plagiarism.

(a) Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student cheat is as guilty as the student assisted. Students found guilty of cheating may receive a failing grade of F for the course. (b) Plagiarism is defined as representing or repeating the words or ideas of someone else as one’s own in any academic exercise.  Therefore, all writing you do for this course must be your own and must be exclusively for this course, unless the instructor stipulates differently.  Pay special attention to the accuracy of the quotations, paraphrases, summaries, and documentation practices you use in your assignments.  If you have any questions about plagiarism, please ask your instructor or the writing center.  If you plagiarize or cheat, you may receive an F for the assignment or the course, and your case may be reported.

**DISABILITY STATEMENT:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Campus Security number**s:  Cell Phone:  (270) 403-3611; Office:  (270) 789-5555

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:
Terry VanMeter
1 University Drive
UPO Box 944
Administration Office 8A
Phone - 270-789-5016
Email - twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**STUDENT EVALUATION:**

Exams (3) 150

Quizzes (5) 50

Presentation 50

Paper 100

**Total 350**

**Grading Scale**

A 315-350

B 280-314

C 245-279

D 210-244

F < 210

**HP 380**

**COURSE OUTLINE**

**Spring 2017**

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| **Date**  | **Topic/Assignment** | **Date**  | **Topic/Assignment** |
| **W 1/18** | Introduction | **W 3/15** | No Class – Spring Break |
| **F 1/20** | Fundamental Concepts | **F 3/17** | No Class – Spring Break |
| **M 1/23** | Fundamental Concepts | **M 3/20** | CH 7 – Individual Differences |
| **W 1/25** | Theoretical Perspectives | **W 3/22** | CH 8 – Intro. to Motor Learning |
| **F 1/27** | Theoretical Perspectives | **F 3/24** | CH 8 – Intro. to Motor Learning |
| **M 1/30** | Principles of Motion & Stability | **M 3/27** | CH 9 – Skill Acq., Reten., Transfer |
| **W 2/1** | Develop./Aging of Body Systems  | **W 3/29** | CH 9 – Skill Acq., Reten., Transfer |
| **F 2/3** | Develop./Aging of Body Systems | **F 3/31** | CH 10 – Practice  |
| **M 2/6** | Development of Locomotion | **M 4/3** | CH 10 – Practice |
| **W 2/8** | Development of Locomotion | **W 4/5** | CH 11 – Augmented Feedback |
| **F 2/10** | **Exam 1** | **F 4/7** | CH 11 – Augmented Feedback |
| **M 2/13** | CH 1 - Skills | **M 4/10** | Group Release |
| **W 2/15** | CH 1 - Skills | **W 4/12** | TGMD |
| **F 2/17** | CH 2 – Info. Processing/Decision | **F 4/14** | No Class – Easter Break |
| **M 2/20** | CH 3 – Attention and Performance | **M 4/17** | No Class – Easter Break |
| **W 2/22** | CH 3 – Attention and Performance | **W 4/19** | Group preparation |
| **F 2/24** | CH 4 – Sensory Information | **F 4/21** | **Exam 3 (CH 6, 7, 8, 9, 10, 11)** |
| **M 2/27** | CH 4 – Sensory Information | **M 4/24** | Presentation |
| **W 3/1** | CH 5 – Motor Programs | **W 4/26** | Presentation |
| **F 3/3** | **Exam 2 (CH 1, 2, 3, 4, 5)**  | **F 4/28** | Presentation |
| **M 3/6** | CH 6 – Speed, Acc., Coordination | **M 5/1** | Presentation |
| **W 3/8** | CH 6 – Speed, Acc., Coordination | **W 5/3** | Presentation |
| **F 3/10** | CH 7 – Individual Differences | **F 5/5** | Presentation |
| **M 3/13** | No Class – Spring Break | **F 5/8** | **Final Examination** |

**Above is the HP 380 Spring 2016 tentative class schedule; changes to the schedule may occur at times during the semester. Changes announced in class take precedence over the written schedule and it is the responsibility of the student to be aware of each class meeting and assignments.**