Faculty Information
• Melanie A. Hart, Ph.D. or 806-834-6584
• Preferred Method of Contact – Blackboard Email
• Office Hours by Appointment

Course Information
KIN 3303-001 Motor Learning

Classroom/Website: KSM 169 and Blackboard are used for the course (available at http://www.depts.ttu.edu/lms/). If you have any questions about how to use Blackboard, you can get assistance by calling 742-HELP or by going to the Blackboard student support website at http://www.depts.ttu.edu/elearning/blackboard/student/.

Additional Information

CONTACT TIMES: I check my email at least once a day, but usually more, during the daytime on Monday through Friday and occasionally over the weekends. You can expect a response to Blackboard email messages within 24-48 hours. Please email me on weekdays to insure the quickest response from me.

EMAIL INSTRUCTIONS: Please note that my Texas Tech email account has a spam blocking feature that occasionally filters out student emails (especially those from “outside” email addresses such as aol, gmail, or hotmail). Although I regularly check my Junk Email folder, it is not always easy to recognize student emails. To ensure that your emails reach me, please only email me through Blackboard.

Required textbook


Course Description and Purpose (Goal/Objective):
Motor learning and performance provides an examination of the motor and cognitive characteristics of individuals involved in learning or performing motor skills, and the conditions that can influence learning. The course is primarily concerned with the question of how humans learn complex movement skills and control voluntary, coordinated movement. An understanding of the basic psychological processes involved in learning and control of movement will help professionals provide better instruction and practice conditions for the skill performer.

Contribution of Course to Meeting the Professional Component:
This course fulfills objectives in the Exercise and Sport Sciences tracks, minors, and concentrations by addressing factors that influence learning. For this course to count toward your degree program and/or graduation you must achieve a C or better for the final grade.
Tentative Course Schedule
NOTE: All dates and assignments are tentative. Announcements made will supersede any dates or assignments within this syllabus. Students are responsible for knowing about announcements or requirements not listed in the syllabus.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18</td>
<td></td>
<td>• Introductions and Expectations</td>
<td>Demonstrate the basics of Blackboard required for completing this course.</td>
<td></td>
</tr>
<tr>
<td>January 23</td>
<td>1</td>
<td>• Introduction to Motor Behavior</td>
<td>Discuss the disciplines of motor behavior. Explain reasons for studying motor behavior.</td>
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<tr>
<td></td>
<td></td>
<td>• History</td>
<td>Discuss the history of motor behavior, but specifically motor learning.</td>
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</tr>
<tr>
<td>January 25</td>
<td>1</td>
<td>• Skills</td>
<td>Classify skills into the appropriate classification schemes. Demonstrate when the various methods for measuring motor skills should be used.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Skill Classifications</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Measuring Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 30</td>
<td>1</td>
<td>• Motor Abilities</td>
<td>Discuss motor abilities. Explain how individual differences influence performance.</td>
<td></td>
</tr>
<tr>
<td>February 1</td>
<td>2</td>
<td>• Theories of Motor Learning – Information Processing</td>
<td>Discuss the information processing theory. Explain factors that influence information processing.</td>
<td></td>
</tr>
<tr>
<td>February 6</td>
<td>2</td>
<td>• Theories of Motor Learning – Information Processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 8</td>
<td>3</td>
<td>• Attention</td>
<td>Compare and contrast the theories of attention. Describe the role of attention in motor skill performance and learning.</td>
<td></td>
</tr>
<tr>
<td>February 13</td>
<td>3</td>
<td>• Attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 15</td>
<td>1-3</td>
<td>• Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 20</td>
<td>4</td>
<td>• Theories of Motor Learning – Schema Theory</td>
<td>Discuss the schema theory.</td>
<td></td>
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<tr>
<td>February 22</td>
<td>4</td>
<td>• Theories of Motor Learning – Schema Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 27</td>
<td>4</td>
<td>• Theories of Motor Learning – Dynamical Systems</td>
<td></td>
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</tr>
<tr>
<td>March 1</td>
<td>5</td>
<td>• Sensory Information</td>
<td>Describe the role of sensory information in the learning and control of motor skills.</td>
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</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic(s)</td>
<td>Description</td>
<td>Assignments</td>
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<tr>
<td>March 6</td>
<td>5</td>
<td>Brain, Memory</td>
<td>Describe the role of sensory information in the learning and control of motor skills. Discuss the memory system. Describe the role of memory in motor skill performance and learning.</td>
<td></td>
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<tr>
<td>March 8</td>
<td>1-5</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>March 20</td>
<td>6</td>
<td>Stages of Learning</td>
<td>Explain the characteristics of learning and the implications for motor skill learning.</td>
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<tr>
<td>March 22</td>
<td>6</td>
<td>Memory, Stages of Learning</td>
<td>Explain the difference between learning and performance. Explain how to measure learning.</td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td>6 and 7</td>
<td>Learning vs. Performance, ART, Transfer</td>
<td>Discuss the concepts of transfer of learning. Provide examples of learning and transfer</td>
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<tr>
<td>March 29</td>
<td>7</td>
<td>Transfer</td>
<td>Discuss the concepts of transfer of learning. Provide examples of learning and transfer</td>
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<tr>
<td>April 3</td>
<td>8</td>
<td>Verbal Cues, Modeling</td>
<td>Explain how verbal cues influence learning. Discuss the factors to be considered during observational learning.</td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td>8</td>
<td>Verbal Cues, Modeling</td>
<td>Explain how verbal cues influence learning. Discuss the factors to be considered during observational learning.</td>
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<tr>
<td>April 10</td>
<td>1-8</td>
<td>Exam 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>9</td>
<td>Practice Preparation</td>
<td>Identify the factors that prepare learners.</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>9</td>
<td>Task Complexity and Organization, Whole and Part Practice, Methods of Simplification</td>
<td>Identify the complexity and organization of motor skills. Determine the most effective method for teaching motor skills based on task complexity and organization. Explain the various methods that simplifies tasks.</td>
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<tr>
<td>April 19</td>
<td>10</td>
<td>Variability of Practice, Contextual Interference, Specificity of Practice, Conditions of Practice, Distribution of practice</td>
<td>Describe the effect of the practice conditions on the learning of motor skills. Describe random and blocked practice. Distinguish between contextual interference and variability of practice. Compare and contrast contextual interference and variability of practice. Explain how to provide variability of practice and specificity of practice within a practice session.</td>
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</tr>
<tr>
<td>April 24</td>
<td>10</td>
<td>Variability of Practice, Contextual Interference, Specificity of Practice, Conditions of Practice, Distribution of practice</td>
<td>Describe the effect of the practice conditions on the learning of motor skills. Describe random and blocked practice. Distinguish between contextual interference and variability of practice. Compare and contrast contextual interference and variability of practice. Explain how to provide variability of practice within a practice session.</td>
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</tbody>
</table>
Describe the effect of the practice conditions on the learning of motor skills. Describe random and blocked practice. Distinguish between contextual interference and variability of practice. Compare and contrast contextual interference and variability of practice. Explain how to provide variability of practice and specificity of practice within a practice session.

Identify the types of feedback. Discuss the role of augmented feedback in motor skill learning. Provide examples of manipulating the frequency of augmented feedback. Describe the most effective method of providing augmented feedback.

Methods of Assessment of Learning Outcomes (Specific Course Requirements and Policies)

- **Note:** All assignments will be evaluated on the basis of content (completeness, correctness, depth, substance, relevance, logical conclusions, creativity, etc.) and format (in accordance with the assignment guidelines, including grammar, punctuation, and spelling). **Written assignments will be submitted via Blackboard.**

The requirements for this course are:

- **Assignments/Quizzes (250 points total)**
  - Assignments will be made through Blackboard.
  - Quizzes may be given in class or via Blackboard.
  - Missed quizzes will not be made up.
  - Quizzes may cover material covered previously and/or material students were responsible for preparing for the class.

- **Exams (250 points total)**
  - Three in class exams will be given throughout the semester. Each one will be cumulative and worth 50 points. The exams will be predominantly essay questions. The answers to exam questions will be graded on correctness, completeness, relevance, and logical conclusions, as well as grammar, punctuation, and spelling.
  - The final exam will be comprehensive and will be worth 100 points.

*Policy regarding make up exams:* No make-up exams will be given without prior arrangements.
Final Grade
- 500 - 450 Points = A
- 449 - 400 Points = B
- 399 - 350 Points = C
- 349 - 300 Points = D
- 299 – Below = F

- Grades will be posted in Blackboard.
- Attendance will be taken
- Lack of attendance may negatively impact students’ grades.

Students should be prepared for the face-to-face class meetings by completing the readings assigned prior coming to class. The Texas Tech University Catalog states that students are expected to spend approximately two hours in preparations for each hour of lecture. This applied to this course means you should spend approximately 9 hours/week on this course (3 hours of in-class lecture and 6 hours preparing for class).

Absence Due to Religious Observance. A student who is absent from classes for the observance of a religious holy day, according to the legal definition, will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student has notified the instructor of each scheduled class that the student will be absent for a religious holy day.

This notification will be in writing and will be delivered by the student personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor, or by certified mail, return receipt requested, addressed to the instructor of each class.

A student who is excused under this policy must not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment.

Absence due to Officially Approved Trips. The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed. (p.49)

Illness and Death Notification and Absences. Whether an absence is excused or unexcused is determined solely by the instructor with the exception of absences due to religious observance and officially approved trips described above. The Center for Campus Life will notify faculty, at the student’s request, when a student is absent for four consecutive days with appropriate verification of a health related emergency. This notification does not excuse the student from class, it is provided as a courtesy. The service is explained as follows and can be found on the Center for Campus Life web site at: http://www.depts.ttu.edu/centerforcampuslife/

The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths and/or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student’s responsibility for missed class assignments and/or course work during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterwards. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

Academic Integrity and Student Conduct
Responsible citizenship among college students includes honesty and integrity in class work; regard for the rights of others; and respect for local, state, and federal laws as well as campus standards. Specific standards concerning the rights and responsibilities of students and registered student organizations at Texas Tech are contained in the Code of Student Conduct and Student Handbook.
Students are expected to become thoroughly familiar with and abide by these standards. The Code of Student Conduct and Student Handbook may be obtained from the Office of Student Judicial Programs, Student Union, (806) 742-1714, or online at www.studentaffairs.ttu.edu or www.depts.ttu.edu/studentjudicialprograms.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action. Before taking such action, however, the instructor should attempt to discuss the matter with the student. If cheating is suspected on a final exam, the instructor should not submit a grade until a reasonable attempt can be made to contact the student, preferably within one month after the end of the semester. See the section on “Academic Conduct” in the Code of Student Conduct for details of this policy.

Academic Misconduct

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

“Cheating” includes, but is not limited to, the following:
1. Copying from another student’s test paper.
2. Using materials during a test that have not been authorized by the person giving the test.
3. Failing to comply with instructions given by the person administering the test.
4. Possessing materials during a test that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
5. Possessing, using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
6. Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with an assignment without authority.
7. Discussing the contents of an examination with another student who will take the examination.
8. Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.
9. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course related assignment.
10. Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program.
11. Falsifying research data, laboratory reports, and/or other academic work offered for credit.
12. Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

“Plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from books, encyclopedias,
magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow student is guilty of plagiarism.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

“Falsifying academic records” includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

"Misrepresenting facts" to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Civility in the Classroom
It is expected that all students in the class will treat fellow classmates, the professor, the assistant, and guests in the classroom with respect. Respect includes, but is not limited to, arriving to class on time, not making unnecessary noise or speaking when others are speaking, attending to those who are speaking, and not engaging in disruptive behaviors. A student lacking civility will be asked to leave the classroom. If the behavior continues, the students will be asked not to return to the classroom.

Students with Disabilities ADA Statement
Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Student should present appropriate verification from AccessTECH. No requirement exists that accommodations be made prior to completion of this approved university procedure. Students with disabilities are encouraged to use AccessTECH which publishes a Desk Reference for Faculty and Staff that is very helpful. You may call the AccessTECH Office at 742-2092 to request a copy.

Ombudsman for Students
The Ombudsman for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-SAFE.