**Course Information**

KIN 5305-001 Motor Learning  
Mondays 6:00-7:30 pm  
Blackboard Collaborate

**Required textbook**

None.

**Course Format:**

This course is a synchronous online course. Part of the requirements for the class will be completed online and part of the materials will be covered "in class" by using Blackboard Collaborate. Specific requirements for each class period will be posted in Blackboard.

**Course Description and Purpose (Goal/Objective):**

This purpose of this course is to provide an overview of the study of motor skill learning and performance. Various theories addressing the learning and performance of motor skills are discussed. Most of the discussion will center on the information processing model and dynamic systems theory. The application of these theories to educational and rehabilitation settings will be discussed.

**Contribution of Course to Meeting the Professional Component:**

This course fulfills objectives in the Kinesiology Track by addressing factors that influence learning. For this course to count toward your degree program and/or graduation you must achieve at the very least a C or better for the final grade.

**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.

**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. In order to insure that your emails reach me, please only email me through Blackboard.

**Program Outcomes**

Upon completion of the MS in Kinesiology, students should be able to:

SLO#1: Articulate and demonstrate competent understanding of the scientific method as applied to human movement.

SLO#2: Apply principles underlying benefits and adaptations to human movement.

SLO#3: Translate research into practice by demonstrating the ability to educate individuals about lifestyle modification.
Tentative Schedule: All dates and assignments are tentative. When changes are required, they will be made by a majority vote of the class in attendance on that date. Announcements made in class will supersede any dates or assignments within this syllabus. Students are responsible for knowing about oral announcements or requirements not listed in the syllabus.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>August 29</td>
<td>• Introduction and Metacognition</td>
<td>• Discuss the concepts of metacognition and expectations for the course.</td>
<td>• Final Report</td>
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<td>September 12</td>
<td>• History</td>
<td>• Classify motor skills using both one- and two-dimensional taxonomies and justify the classifications.</td>
<td>• Final report</td>
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<td></td>
<td>• Skill classification</td>
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<td>• Research Article Discussion</td>
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<tr>
<td>September 19</td>
<td>• Measuring Motor Skill Performance</td>
<td>• Explain and apply the measures and methods associated with motor learning research.</td>
<td>• Final report</td>
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<td></td>
<td>• Research Methodologies</td>
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<td>• Research Article Discussion</td>
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<tr>
<td>September 26</td>
<td>• Sensory Contributions</td>
<td>• Discuss the role of sensory feedback in the learning and performance of motor skills.</td>
<td>• Final report</td>
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<td>• Research Article Discussion</td>
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<tr>
<td>October 3</td>
<td>• Theories of Motor Learning and Control</td>
<td>• Identify, explain and apply the two major theories that relate to the learning of motor skills.</td>
<td>• Final report</td>
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<td>• Research Article Discussion</td>
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<tr>
<td>October 6</td>
<td>• Memory, Attention and Performance</td>
<td>• Illustrate the roles and relationships of memory in motor skill learning.</td>
<td>• Final report</td>
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<td></td>
<td></td>
<td>• Illustrate the roles and relationships of attention in motor skill learning.</td>
<td>• Research Article Discussion</td>
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<td>October 13</td>
<td>• Motor Program</td>
<td>• Explain the role of the motor program in learning of motor skills.</td>
<td>• Final report</td>
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<td>• Research Article Discussion</td>
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<tr>
<td>October 20</td>
<td>• Learning and Performance</td>
<td>• Explain the difference between learning and performance.</td>
<td>• Final report</td>
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<td>• Research Article Discussion</td>
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<tr>
<td>October 31</td>
<td>• Skill Acquisition, Retention and Transfer</td>
<td>• Explain the role of transfer and retention in the learning of motor skills.</td>
<td>• Final report</td>
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<td>• Research Article Discussion</td>
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<tr>
<td>November 7</td>
<td>• Part v. Whole Instruction</td>
<td>• Design practice schedules to illustrate factors that influence learning, specifically relating to the organization of the instructional time.</td>
<td>• Final report</td>
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<td></td>
<td>• Massed v. Distributed Practice</td>
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<td>• Research Article Discussion</td>
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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:

Research Article Discussions (Total of 130 points)
- Read the assigned readings in the textbook. Summarize the class discussion and then explain how the concepts will be applied.
- Use appropriate citations and references using APA style.
- Use a standard 12-point font and double-space the paper contents.

Final Paper and Presentation (Total 120 Points)
- Identify a skill that you may need to learn or teach. Based on the factors that influence learning and design the practice sessions required to teach the skill to a group of individuals. Identify the characteristics of the learners and justify your design.
  - Use appropriate citations and references using APA style.
  - Use a standard 12-point font and double-space the paper contents.
Final Grade

- 250 - 225 Points = A
- 224 - 200 Points = B
- 199 - 175 Points = C
- 149- 150 Points = D
- 149 – Below = F

Grades will be posted in Blackboard

Students should be prepared for class by completing the readings assigned prior to class, completing assignments, and having reviewed any lectures/videos provided. The Texas Tech University Catalog states that students are expected to spend a minimum of two hours in preparations for each credit hour.

Class Attendance

Absences and Tardiness

Students missing in-class assignments/activities due to absences or tardiness will not be allowed to make up the assignment/activities without documentation for school sponsored trips or religious holy day observances.

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 website at: http://www.depts.ttu.edu/centerforcampuslife/

The student is responsible for notifying the campus community of 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 Ombudsmen 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.
**TTU Resources for Discrimination, Harassment, and Sexual Violence**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other **Title IX violations** are not tolerated by the University. Report any incidents to the **Office for Student Rights & Resolution**, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center**, 806-742-3674, [https://www.depts.ttu.edu/scc/](https://www.depts.ttu.edu/scc/) *(Provides confidential support on campus.)* **TTU Student Counseling Center 24-hour Helpline**, 806-742-5555, *(Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.)* **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org) *(24-hour hotline that provides support for survivors of sexual violence.)* **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, [rise.ttu.edu](http://rise.ttu.edu) *(Provides a range of resources and support options focused on prevention education and student wellness.)* **Texas Tech Police Department**, 806-742-3931, [http://www.depts.ttu.edu/ttpd/](http://www.depts.ttu.edu/ttpd/) *(To report criminal activity that occurs on or near Texas Tech campus.)*