I. **Course Description & Purpose:**

This is an introductory course in motor learning. Emphasis is placed on utilizing basic knowledge of learning motor principles in order to improve motor skills and performance. In addition to traditional lecture students will participate in a variety of lab experiences utilized to enhance the learning experience.

II. **Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

This course links with SFA Initiative #4: Develop a learner-centered environment.

This course links with SFA's COE Goal and Initiative #2: Prepare educators and industry professionals.

This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.

**Program Learning Outcomes:**

Undergraduate Kinesiology

1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

**Student Learning Outcomes:**

Upon completion of the course the student will be able to:

1. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning (NASPE Standard 4; NASPE Standard 6).
2. Utilize a variety of instructional methods and materials for educating widely diverse student populations in the areas of health and physical education (PLO #5).
3. Appropriately applies motor learning principles and practices in planning for and delivering instruction. (PLOs #1, #3, #4; NASPE Standard 1)
4. Understands motor learning principles, processes, and concepts, and uses this knowledge to promote students’ acquisition and refinement of motor skills. (PLOs #1, #2, #4)
5. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback. (PLOs #1, #2, #4)
6. Provide effective instructional feedback for skill acquisition, student learning, and motivation. (PLO #5, NASPE Standard 4; NASPE Standard 6)
7. Demonstrate behaviors that are consistent with professional ethics or highly qualified teachers. (NASPE Standard 6)
8. Communicate in ways that conveys respect and sensitivity (NASPE Standard 6)
**TExES Standards for Physical Education EC-12 (State Board for Educator Certification)**

**Standard I:** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

**Standard II:** The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

**Standard III:** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**NASPE Standard 1** – Scientific and Theoretical Knowledge – physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

**NASPE Standard 4** – Instructional Delivery and Management – physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

**NASPE Standard 6** – Professionalism – physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Students are expected to perform with integrity and responsibility both in the classroom and as a representative of the SFA community when off-site.

### III. Course Requirements (Assignments and Activities):

1. Students will participate in a variety of physical, individual, and group activities (LABS), these Daily Application Tasks (DATs) done during class time are assigned a point value - these activities cannot be made up and unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine classroom participation. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. ~ (LAB participation - ~ 200 points) (SLOs 1, 2, 3, 4, 5, 6, 7, & 8)

2. **Top Hat**
   
   We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. These questions and discussions will be part of your participation and quiz grades so either a correct response and/or a participation response, depending on the question, count as part of your grade. ~ 250 points
   
   I will be utilizing TopHat to ask “quiz” questions in class, begin discussions, and take attendance. These are graded assignments and require you to have read the material in preparation for class, take notes and pay attention during class, and respond to questions and discussion topics. ) (SLOs 1, 2, 3, 4, 5, & 6)

   An email invitation has been sent to you to enroll in the Activities for Special Populations Course through Top Hat. This will allow you to participate in the classroom response system and this becomes part of your participation grade as well as quiz grade in class. This is also how attendance will be taken in class. It is important that you get your enrollment in Top Hat completed as soon as possible as we will begin using this in class immediately.

   You can visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

   An email invitation has been sent to your “jacks” email, but if don’t receive this email, check your junk and spam folders, you can register by simply visiting our course website: [https://app.tophat.com/e/020460](https://app.tophat.com/e/020460) Note: our Course Join Code is 020460

   Top Hat will require a paid subscription, and although there are three pricing options, I suggest you purchase at least the **12 months access** since there are no upgrade options for the single semester. I also began using this in KIN 487, Activities for Special Populations Spring 2017, and anticipate continuing it’s use in that and other other courses in the future.

   A full breakdown of all subscription options available can be found at: www.tophat.com/pricing.

   Should you require assistance with Top Hat at any time, due to the fact that you require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.
3. Quizzes to assess on-going knowledge will also be given in class. These quizzes may be completed in class or may be on D2L. Quizzes on D2L will be opened on Tuesdays at noon and MUST be completed prior to NOON on Wednesday. This will allow for a review of the quiz during class. Quizzes not completed will be assessed as a zero. These quizzes cannot be made up or taken late. The final exam will be comprehensive based on the information from class lectures, quizzes, discussions, and labs. Questions will be similar in nature to the quizzes and questions asked in class. (Quizzes – 20 – 30 pts each~100 points total) (SLOs 1, 2, 3, 4, 5, & 6)

4. Final exam – the final exam will be comprehensive based on information from quizzes, class lectures and labs. Questions will be similar in nature to the quizzes relative to the content although the format may be different (100 points). (SLOs 1, 2, 3, 4, 5, & 6)

5. LABS/Lab assignments – Students will use data collected in labs to assess learning outcomes and analyze various aspects of learning. Students who miss class and fail to collect data will not have the information available to complete these additional assignments (~150 points). (SLOs 1, 2, 3, 4, 5, 6, 7, & 8)

6. Students will complete a semester long project. This project will be a result of data collected during 10 weeks of the semester. The report will document the data and the results of the analysis relative to concepts learned in class. (~100 points). (SLOs 4, 5, 6)

**Instructional Methods and Activities:**
A variety of instructional methods are modeled during the course and include, but are not limited to the following:
1. Traditional Experiences such as lecture (using PowerPoint), and class discussion
2. Clinical Experiences such as group work, cooperative activities, and lab exercises
4. PowerPoint presentations are posted on D2L and should be printed out prior to class
5. D2L is also used for presentation of class quizzes, discussion, posting of student resources, and other assignments so be competent in using the system.

Please see Appendix I for Alignment of Assignments with Standards Assessed in this Course

**IV. Evaluation and Assessments (Grading):**
Grade is based on the % of the total points assigned during the semester (approximately 700 points). See Section III for points available for each assignment

- A = 90 – 100% of point total
- B = 80 – 89.9% of point total
- C = 70 – 79.9% of point total
- D = 60 – 69.9% of point total
- F = below 60% of point total

All assignments must be typed….no work will be accepted unless it is typed

**V. Tentative Course Outline/Calendar:** It is suggested that you read the chapters prior to class and that you print the presentations from D2L and bring them with you to class to take notes on.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Motor Learning and Performance (Chapter 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Covers an overview of research in human motor skills with particular reference to their study in motor learning and performance)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Processing Information and Making Decisions (Chapter 2)</td>
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<td></td>
<td>(Covers concepts of how decisions are made in the performance of motor skills)</td>
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<tr>
<td>Week 3</td>
<td>Attention and Performance (Chapter 3)</td>
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<td></td>
<td>(Covers the role of attention as a limiting factor in human performance)</td>
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<tr>
<td>Week 4</td>
<td>Attention and Performance (continued) (Chapter 3)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Sensory Contributions to Skilled Performance (Chapter 4)</td>
</tr>
<tr>
<td></td>
<td>(Covers the roles of sensory feedback in human motor control)</td>
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<tr>
<td>Week 6</td>
<td>Motor Control of Brief Actions (Chapter 5)</td>
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<tr>
<td></td>
<td>(Covers how motor programs are used in the control of movement in order to understand motor control as an open-loop system, and the limitations and problems in the simple motor program concept)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Motor Control of Brief Actions (continued) (Chapter 5)</td>
</tr>
</tbody>
</table>
Week 8
Individual Differences (Chapter 7)
(Covers research that considers why and how people differ in motor skills and abilities)

Week 9
Individual Differences (continued) (Chapter 7)

Week 10
Principles of Skill Learning – Assessment of Learning (Chapter 8)
(Covers the concepts of motor learning and describes fundamental principles regarding how it is studied)

Week 11
Principles of Skill Learning – Assessment of Learning (continued) (Chapter 8)

Week 12
Skill Acquisition, Retention, and Transfer (Chapter 9)
(Covers the processes that influence skill acquisition, retention, and transfer)

Week 13
Organizing and Scheduling Practice (Chapter 10)
(Covers the influence of the ways in which practice is structured and various conditions under which practice is conducted)

Week 14
Augmented Feedback (Chapter 11)
(Covers the influence of augmented feedback on motor performance and learning)
Completion of all labs.

FINAL EXAM – Friday, December 15, 2017 8-10am or Wednesday, December 13, 2017 3-5pm

The final exam will not be given early for any reason - so make sure that you or your family, do not make plans that necessitate you leaving prior to your exam.

VI. Required Text/Readings/Materials:


This text is available in both hardback and eBook versions. It is recommended that you read chapters ahead as questions in class will be targeting materials from the readings as well as on-going lecture.

Access to Desire2Learn to download class lectures and handouts – strongly recommend bringing lecture print outs to each class and reading chapters before class.

Access to Top Hat (www.tophat.com) classroom response system in class. This is a service that you will need to pay for, similar to a course fee or textbook, neither of which you have for this course. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. These questions will be part of your participation and quiz grade so both correct responses and participation responses, depending on the question count as part of your grade.

Other readings as assigned by instructor – may be articles or internet readings

Appropriate footwear during physical activity is essential for your safety and the safety of your classmates. Students may be limited in activities they will be permitted to do (at the discretion of the instructor) if they do not have appropriate footwear. If you can’t do the activity you cannot earn the points. These are Daily Application Tasks/Labs and cannot be made up. Labs are used to complete homework assignments, so being absent for labs or being unable to collect data during labs because you are not prepared to participate may impact additional assignments.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance and Preparation for Class:

**SFA Attendance Policy (6.7)** – Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories and other activities for which a student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

http://www.sfasu.edu/627.asp

Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily Application Tasks (DATs), completed during class cannot be made up. Test material comes from class – if you miss class you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Judicial Office (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

There is a 10-point perfect attendance bonus at the end of the semester – no absences or tardies of any kind earns the bonus.

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments will have a minimum automatic 25% point deduction if turned in within a week of the due date. Assignments later than one week will not be accepted.
Students with Disabilities Policies (6.1 & 6.6)
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.
It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Student Academic Dishonesty Policy (4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one’s own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals - a student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Withheld Grades Policy (5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service 6.140]. If students register for the same course in future semesters the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students will be required to file a “Withheld Grade Report,” internal Kinesiology & Health Science Department Form, with faculty member prior to the end of the semester, which documents the work to be completed to remove the ‘withheld’ grade.

Student Code of Conduct Policy (10.4): Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
To complete Certification/Licensing Requirements in Texas related to public education, and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Martin 936-468-1740 or snyderke1@sfasu.edu

Undergraduate Teacher Certification:
The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

Use of Tobacco Products:
The “use of all tobacco products is prohibited in the public areas of the Steen Library and in all indoor classrooms and laboratories.” (For full text see Food, Drink and Tobacco B-8) This includes chewing tobacco!

Insurance:
Physical activity by its very nature may put you at some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, text, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals (NASPE Standard 6)

Exam Conduct:
• You may not wear sunglasses during an exam
• You will be asked to either remove your hat or turn it around backwards
• You must place all class materials out of sight in a backpack or under your desk
• Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
• No food or drinks will be allowed during exams - this includes water and gum
• Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
• All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.
Appendix 1
KIN 462 - links to the standards can be found on the PCOE and Department website.

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
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<td>1a</td>
<td>1d</td>
</tr>
<tr>
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</tr>
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<td>Quiz/lab – Attention and Performance - role of attention as a limiting factor in human performance</td>
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<td>1a</td>
<td>1d, 3i</td>
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<td>1d, 2g</td>
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<td>1d</td>
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<td>1a</td>
<td>1d, 6l</td>
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<td>Quiz/lab – Organizing and Scheduling Practice</td>
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