Department of Kinesiology and Health Science  
KIN 462.01 Motor Learning  
Fall 2018

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Office Hours: TR –9:15-11; W – 9:15-11:45, 12:30-2:30  
Others times by appointment  
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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)
9. Demonstrate dispositions essential to becoming effective professionals (NASPE 6)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
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)

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2. LAB/LAB Assignments - Homework Assignments – some labs will require the student to complete additional work to be submitted the following week. Analysis of data in graph form, answering additional questions, etc. These must be typed and turned in the next week for full credit. 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. (~60 points) (SLOs 1, 2, 3, 4, 5, 6, 7, & 8)

3. Two exams will be given. One at the mid-term covering approximately half the material and the other on the final exam day covering the other half of the material. The exam will cover information from class lectures, questions from class, discussions, and labs. Questions will be similar in nature to questions asked in class and labs. You will be expected to be able to apply the information you have learned. (100 points each – 200 points total) (SLOs 1, 2, 3, 4, 5, & 6)

4. Juggling Project - 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) – Due November 28, 2018

5. Professional Dispositions – A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals. (NASPE 6) 75 points

Please see Appendices 1 & 2 for Content Specific Standards and for Alignment of Assignments with Standards Assessed in this Course

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
   PowerPoint presentations and handouts are posted on D2L and it is highly recommended that these be printed out prior to class meetings so that you can take notes in class. NOT EVERYTHING YOU NEED TO KNOW IS ON THE SLIDES!
2. Clinical Experiences such as group work, cooperative activities, and lab exercises
3. PowerPoint presentations are posted on D2L and should be printed out prior to class
4. D2L is also used for presentation of class quizzes, discussion, posting of student resources, and other assignments so be competent in using the system.
5. DATs Daily Application Tasks that apply content in discussion, group or individual assignments, quick labs, etc.

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.

Week 1
Introduction to Motor Learning and Performance (Chapter 1)
(Covers an overview of research in human motor skills with particular reference to their study in motor learning and performance)

Week 2
Processing Information and Making Decisions (Chapter 2)
(Covers concepts of how decisions are made in the performance of motor skills)

Week 3
Attention and Performance (Chapter 3)
(Covers the role of attention as a limiting factor in human performance)

Week 4
Attention and Performance (continued) (Chapter 3)

Week 5
Sensory Contributions to Skilled Performance (Chapter 4)
(Covers the roles of sensory feedback in human motor control)

Week 6
Motor Control of Brief Actions (Chapter 5)
(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)

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Week 7  Motor Control of Brief Actions (continued) (Chapter 5)
Week 8  Mid-Term Exam – Covers Chapters 1-5
          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  Thanksgiving Break – NO CLASSES
Week 14  Organizing and Scheduling Practice (Chapter 10) – Juggling Projects Due – November 28, 2018
          (Covers the influence of the ways in which practice is structured and various conditions under which practice is conducted)
Week 15  Augmented Feedback (Chapter 11)
          (Covers the influence of augmented feedback on motor performance and learning)

FINAL EXAM – Wednesday, December 12, 2018 pm (4-6pm)

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.

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.


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 are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

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 material. 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.

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.

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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,” an internal Kinesiology & Health Science Department Form, with the 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.

Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.
You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.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 Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

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.

Electronic Devices:
Cell phone use (including TEXTING) is not permitted during class. To prevent disruption of class due to cell phones, all cell phones must be turned to silent and placed out of sight and remain out of sight during class. Please remove any earpieces or Bluetooth devices during class. (See also General Classroom Civility)

Laptops and tablets may be used for NOTE TAKING ONLY. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Use of other devices such as iWatches, phones or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices may be requested to leave the classroom.

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

Content Specific Standards for PETE Courses

TEExES 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 understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Standard III: 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 IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.

Standard VIII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.

Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.

Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relations to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

National Standards for Initial Physical Education Teacher Education (2008) (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.

Standard 2: Skill-Based and Fitness-Based Competence: Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 Standards.

Standard 3: Planning and Implementation: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning: Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.

Standard 6: Professionalism: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.
Appendix 2  
KIN 462 - Assessment/Assignment Standards Matrix

Links to additional standards can be found on the PCOE website.

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>EC-12 Texas Phys Ed Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
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</thead>
<tbody>
<tr>
<td>Quiz/lab - Introduction to Motor Learning and Performance - research in human motor</td>
<td>1.2, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>3.5s,</td>
<td>1a</td>
<td>1d</td>
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<td>skills with particular reference to their study in motor learning and performance</td>
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<td>Quiz/lab – Processing Information and Making Decisions - how decisions are made in</td>
<td>1.2, 6.2, 6.3, 6.4</td>
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<td>the performance of motor skills</td>
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<td>Quiz/lab – Attention and Performance - role of attention as a limiting factor in</td>
<td>1.2, 4.1, 4.3, 4.4,</td>
<td>1.3</td>
<td>3.6s,</td>
<td>1a</td>
<td>1d, 3i</td>
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<td>human performance</td>
<td>6.2, 6.3, 6.4</td>
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<td>Quiz/lab – Sensory Contributions to Skilled Performance - roles of sensory feedback</td>
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<td>in human motor control</td>
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<td>Quiz/lab – Motor Control of Brief Actions - how motor programs are used in the</td>
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<td>3.13s,</td>
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<td>Quiz/lab – Individual Differences - research that considers why and how people</td>
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<td>1.3</td>
<td>3.5k, 3.7k, 3.8k, 3.13s, 5.3k,</td>
<td>1a</td>
<td>1d, 2g</td>
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<td>differ in motor skills and abilities</td>
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<td>Quiz/lab – Principles of Skill Learning - the concepts of motor learning and</td>
<td>1.2, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>1.8s,</td>
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<tr>
<td>Quiz/lab – Skill Acquisition, Retention, and Transfer - the processes that</td>
<td>1.2, 4.2, 4.3, 4.4, 6.2,</td>
<td>1.3</td>
<td>1.8s, 3.14s, 6.5k, 6.6k,</td>
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<td>influence skill acquisition, retention, and transfer</td>
<td>6.3, 6.4</td>
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| Quiz/lab – Organizing and Scheduling Practice - the influence of the ways in which practice is structured and various conditions under which practice is conducted | 1.2, 4.2, 4.4, 6.2, 6.3, 6.4 | 1.3 | 3.7s, | 1a | 1d, 6l |
| Quiz/lab – Augmented Feedback - the influence of augmented feedback on motor performance and learning | 1.2, 4.3, 6.2, 6.3, 6.4 | 1.3 | 1.10k, 1.9s, | 1a | 1d, 6l |
| Professional Dispositions – A combination of teacher and self-assessments that will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals. | 6.1, 6.2, 6.3, 6.4 | 1.1, 1.3, 4.2 | 3d, 4c | 21, 9a, 9m, 9n, 9o |