

**UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION**

COURSE NUMBER: HPE 450
COURSE TITLE: Motor Learning
SEMESTER HOURS: 3 semester hours
PREREQUISITES: HPE 221 or SRM 222
REVISED: October 2012

Motor Learning

CATALOG DESCRIPTION: This course is designed to prepare teachers, coaches and fitness instructors to teach motor skills in an effective and efficient manner.

TEXT: Magill, R. A. (2011). Motor learning and control: concepts and applications (9th ed.). New York: McGraw-Hill..

COURSE OBJECTIVES: At the completion of this course the student will be able to demonstrate:

- Knowledge of the neuromotor and physiological basis for coordinated movement.
- Knowledge of the theoretical concepts concerning motor control.
- The ability to design and implement scientifically based practices.

PROFESSIONAL STANDARDS AND ASSESSMENTS: Content included in this course fulfills Alabama Physical Education Knowledge and Ability Standard 290-3-3-33

- (2)(a)1.(i) Life-span motor development
- (2)(a)1.(iii) The biological, psychological, sociological, experimental, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.
- (2)(a)1.(v) Critical elements of motor skill performance.
- (2)(a)1.(vi) Strategies for combining motor skills into appropriate sequences for the purpose of improving learning.
- (2)(a)1.(viii) Biomechanical principles of physical activity for analyzing movement, motor behavior, and learning.

Content of this course links with UNA College of Education Conceptual Framework References 1, 2, 3, 4, 5, 6.

Standard Code	Standard	Assessment	Instrument
290-3-3-.33(2)(a)1.(i)	Life-span motor development	Peer-reviewed journal article critique	Rubric
290-3-3-.33 (2)(a)1.(iii)	The biological, psychological, sociological, experimental, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that impact	Peer-reviewed journal article critique	Rubric

	developmental readiness to learn and refine movement skills.		
290-3-3-.33 (2)(a)1.(v)	Critical elements of motor skill performance	Peer-reviewed journal article critique	Rubric
290-3-3-.33 (2)(a)1.(vi)	Strategies for combining motor skills into appropriate sequences for the purpose of improving learning.	Peer-reviewed journal article critique	Rubric
290-3-3-.33 (2)(a)1.(viii)	Biomechanical principles of physical activity for analyzing movement, motor behavior, and learning.	Peer-reviewed journal article critique	Rubric

COURSE CONTENT:

The classification of motor skills
 The measurement of motor performance
 Motor abilities
 Neuromotor basis for motor control
 Motor control theories
 Sensory components of motor control
 Performance and motor control characteristics of functional skills
 Action preparation
 Attention as a limited capacity resource
 Memory components, forgetting, and strategies
 Defining and assessing learning
 The stages of learning
 Transfer of learning
 Demonstration and verbal instructions
 Augmented feedback
 Practice variability and specificity
 The amount and distribution of practice
 Whole and part practice

COURSE ACTIVITIES:

Lecture
 Discussion
 Assigned areas in text
 Required readings from supplemental materials
 Peer-reviewed article critiques
 Lab activities
 Teaching motor skills
 Written exams

GRADING PROCEDURE:

As groups, students will complete eight (8) journal articles (20 points each for a total of 160 points) that relate to chapter material in the required text. Directions for article critiques, a grading rubric, and the articles will be posted on Angel. Students may use the critiques submitted on time during exams. Each critique will be worth 20 points with 15 points coming from group work and 5 points coming from individual work. In

addition, there will be four (4) exams administered during the semester. The majority of the content on exams will be based on material covered in class lectures. However, any material from assigned chapters being tested as well as material from assigned journal articles. Exams will be completed in small groups and will consist of three (3) essay questions. Two (2) of the three (3) questions will be completed as a group and the third will be completed individually. Each question will have a value of 25 points. Students may use completed article critiques during the exam. Before each of the four (4) exams, each student group will be assigned a study guide topic to be presented to the entire class. The quality of the group's review will be graded on a 10-point scale (40 points total).

Point distributions for course assignments are as follows:

Exam 1	75 points
Exam 2	75 points
Exam 3	75 points
Exam 4	75 points
Article Critiques	160 points
Exam Reviews	40 points
Total	500 points

Final course grades will be assigned according to the following scale:

- A 500-448 points
- B 447-398 points
- C 397-348 points
- D 347-298 points
- F 297 points and below

ATTENDANCE POLICY:

Each student is expected to conduct himself/herself in a professional manner and to be in class, on time, for every class meeting. If a student is not present for the roll, he/she will be counted absent. If a student enters class after the roll has been called, he/she will be counted tardy. Two (2) tardies are equivalent to one (1) absence. A student who meets or exceeds six (6) absences (excused or unexcused) will result a final grade of "F" for this course.

MAKE-UP POLICY: Assignments will only be accepted on the date they are due; no late assignments will be accepted. Any student missing an exam will receive a grade of zero (0) on the exam and must meet with the course instructor to discuss make-up options. Make-ups for exams will be permitted on when evidence of extenuating circumstances can be provided by the student.

PERSONAL TECHNOLOGY POLICY:

Use of cell phones or other electronic devices will not be allowed in class without prior instructor approval. Phones should be off or in silent mode. There is no reason for a student to have to send or address calls or messages during class. If the student has extenuating circumstances and needs to be available for an emergency, permission

should be secured from the course instructor before class begins. The first time a cell phone rings in class may be attributed to poor judgment. If this occurs a second time the person who brought the phone to class will be dismissed from class for the day and counted absent and receive a grade of zero (0) for the day's class work. This cell phone policy applies to all classes including exams and presentations.

ACCOMMODATION STATEMENT:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

ACADEMIC HONESTY:

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is

responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.