



**KES 5316**  
**Neurological Basis for Motor Learning & Control**  
**SPRING 2022**

**Brian Kiessling, Ph.D, M.S.**  
**Kinesiology & Human Performance**

**Office:** Zoom (Email for availability)  
**Email:** peter.kiessling@sulross.edu  
**Office Hours:** Email for appointment  
**Required Text:** Motor Learning and Control: Concepts and Applications 12th ed.  
Author/Publisher: Magill/McGraw-Hill Education

Please Access text through Blackboard Links. For this course you will be required to purchase McGraw-Hill Education Connect® access for Motor Learning and Control: Concepts and Applications, 12th edition, by Richard Magill and David Anderson. You are not required to have a print text in addition to Connect access, so please be aware that if you purchase a used textbook you will still need to purchase Connect access.

---

Get Connect access directly from the Connect website when registering for your course section here:  
[https://connect.mheducation.com/class/b-kiessling-spring22\\_1st\\_8wk](https://connect.mheducation.com/class/b-kiessling-spring22_1st_8wk)

---

**Purpose of the Course**

This course is designed to provide an understanding of principles involved in motor learning, control, and performance of skill acquisition for school age children and adult populations. This course will focus on how people learn and perform skills, how they develop skills, and how skills are used in various situations.

## Course Description

This course is designed to provide an understanding of psychological/physiological principles involved in motor learning, control, and performance in skill acquisition for school-age- children and adult populations.

**Course Student Learning Objectives** Upon successful completion of this course students will:

1. Develop a functional understanding of the neurological basis of movement behavior.
2. Understand the factors that influences the learning and performance of motor skills
3. Apply learning theory to the learning and performance of motor skills.
4. Understand the developmental influences on motor behavior.
5. Apply instructional and training procedures to school age and athletic populations.

## Marketable Skills

The following marketable skills are achieved in this course:

1. Students acquire *communication* skills.
2. Students demonstrate *creativity*.
3. Students demonstrate *critical thinking*.

## Program Learning Outcomes

**HHP Content Knowledge:** Students in the HHP program will demonstrate content knowledge in exercise physiology, nutrition, sports law, tests and measurements, research methods, motor learning, group dynamics and health and human behavior necessary for successful performance in their field.

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

## Style Of Teaching:

The objectives of this course will be met through an integrated teaching style that will include Connect SmartBook assignments for each chapter of the text, class discussion board postings, assignments, and quizzes. Students must remain actively involved in class discussions and will be responsible for reading all assigned material for this class. All assignments should be turned in on blackboard prior to the assigned deadline.

**Attendance/Participation:** Participation in discussions, connect assignments, and quizzes is mandatory for success in the course.

### **All Course Requirements Deadline**

(example) Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 8 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per policy below.

### **Late Work Policy**

All coursework must be submitted by the provided due dates in Blackboard or Connect. SmartBook readings must be completed by the due date for credit. All other late work must be approved by Professor prior to the due date/time in order to receive credit (unless emergency situation occurs).

## **GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

<b>Outcome Measure</b>	<b>Points per unit</b>	<b>Available Points</b>	<b>Percentage of Grade</b>
<b>Connect LearnSmart Chapter Readings</b>	7-8	150	15%
<b>Connect Quizzes</b>	50	150	15%
<b>Discussions</b>	50	200	20%
<b>Assignments</b>	100	400	40%
<b>Final Project</b>	100	100	10%
<b>Total/Final Grade*</b>	--	<b>1000</b>	<b>100%</b>

\*Letter Grading as per SRSU policy will be used in this course.

## **COURSE REQUIREMENTS**

### **Connect SmartBook**

-150 points total; 7-8 points per chapter

SmartBook is an interactive reading program provided through McGraw-Hill Connect. These modules will guide you through each individual chapter asking questions to assess your knowledge along the way. These assignments will cover information that will be on each of the chapter quizzes, as well as information contained within your labs.

### **Connect Quizzes**

-150 points total; 50 points per quiz

There will be three quizzes throughout the semester that will assess your knowledge of the corresponding LearnSmart assignments. Each quiz contains a mixture of information from the various chapters assigned. The quizzes will consist of multiple choice and true/false questions.

## **Discussions – 200pts total**

50 points each; 30 points for post/ 20 points for 'response'

There will be a set of discussion prompts associated with assignments in this course. To create a thread, you click on the hyperlink to the discussion and then click on create new thread. Put a short title and the week number in the subject line (e.g. Maximum voluntary contraction in basketball players-Week 3). Please type your discussion answers directly in the message area, only attach assignments or research articles (if applicable).

### **'Response'/"Application"**

Under each discussion post you must read and respond to TWO of your classmate's original discussion post. Each response is worth up to 10 points. Responses are due 48hrs after the original discussion due date. The response must be at least 100 words and more than "good job", "I like what you said", etc., it must be a substantial response that would be as if you were having a discussion on the topic in class.

Specifically, a substantial response would apply the content discussed in a new way – including but not limited to: adding to the discussion with further information you find (cite your source), describing application to sports, health or performance, as well as providing constructive criticism / a different viewpoint. Responses should be professional/academic responses and not chat room or informal language. To respond to another's post, click on their post and then choose reply. Title the subject of your response with your "Last name" and "response to Authors Last Name Week 3 post" (eg. Kiessling's response to Henderson's Week 3 post).

## **Assignments- 400 points total**

-100 points per assignment

The assignments provide a real-world / practical application of the course content. There will be three assignments throughout the semester that will focus on specific topics covered in the text. Each assignment also has a corresponding discussion board. The basic format of the discussion is responding to a listed prompt in paragraph structure, citing sources when appropriate, using the APA format.

## **Final Project**

-100 points total

This Final Project will require in depth application of knowledge gained throughout the course in relation to the Student Learn Outcomes stated previously in the syllabus. For detailed instructions on this assignment refer to Week 8 in Blackboard.

**TENTATIVE COURSE CALENDAR**  
**(example - Note: it helps to include specific dates)**

<b>Week</b>	<b>Dates</b>	<b>SmartBook Chapters</b>	<b>Assessments</b>
1	Jan 10-16	SmartBook Chapters 1-3	Discussion 1 and Assignment 1
2	Jan 17-23	SmartBook Chapters 4-8	Q1: 1-8
3	Jan 24-30	SmartBook Chapters 9-11	Assignment 2, Discussion 2
4	Jan 31-Feb. 6	SmartBook Chapters 12-15	Q2: 9-15
5	Feb. 7-13	SmartBook Chapters 16-19	Assignment 3, Discussion 3
6	Feb. 14-20	Review Final Project Requirements; Ask Questions if needed.	Q3: 16-19
7	Feb. 21-27	Begin Final Project	Assignment 4, Discussion 4
8	Feb. 28-Mar. 2	Submit Final Project	

*\*\*\*Recommend copy/save all discussions from yourself and others, and all submitted work so you can save this material for your COMP exam at the end of the program.*

\*Review all due dates in Blackboard and Connect for up to date information. If you see a discrepancy or have a question just send me an email.

**UNIVERSITY POLICIES**

**Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

**SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

**SRSU Library Info**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource

for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

### **Disability Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

### **Academic Integrity Statement**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global

communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

### **Academic Excellence Statement**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning.

Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

MCGRAW HILL CONNECT If you have any technical issues or questions, please contact McGraw-Hill's Customer Experience Group at 1-800-331-5094.