



SUL ROSS

KINESIOLOGY DEPARTMENT

KINE 5316

Motor Learning and Control

Fall 2023

Dr. Hugh Morrissey

Assistant Professor - Kinesiology

| | |
|-----------------------|---|
| Office: | Grace-Pierce 102a |
| Phone: | 432-837-8213 office |
| Email: | hugh.morrissey@sulross.edu |
| Office Hours: | MW: 10:00-11:00 am, 1:30-2:30 pm; TT: 10:45-11:45 am, 1:30-2:30 pm; F: 9:30-11:30 am or by appointment (email to set an appointment) |
| Meeting: | Web-Delivered; online via Blackboard and Connect |
| Required Text: | <u>Inclusive Access</u> : Motor Learning and Control: Concepts and Applications 12 th Edition |
| Author: | Magill & Anderson |
| Publisher: | McGraw-Hill Education |

This class requires Connect textbook access –

You do not need to purchase the book or Connect; this class is a part of Inclusive Access. Inclusive Access is a course material affordability program, designed by institutions and guided by the Department of Education to deliver digital learning resources to students, at a significantly reduced cost. The materials will be automatically provided to you digitally on or before the first day of class. All students should be sent instructions on how to access the material the day before the first day of class via email. The link is <https://accounts.mheducation.com/olc/product/connect/login?app=connect.mheducation.com>.

If you have any issues, you can connect with the [Learner Experience](#) team and submit emails or call the Sul Ross helpline at: **800-758-0592**. [Video: Student Registration for Blackboard with Inclusive Access](#)

Course Description

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.

Marketable Skills – The following marketable skills are met in this course:

- **Collaboration** – students will interact with one another through a multitude of class discussions and activities
- **Critical Thinking** – students will be asked to critically decipher a multitude of real-world scenarios
- **Career Management**– students will develop the skills necessary to train athletes by understanding proper motor learning and motor development.

Student Learning Concepts

The learning activities, assignments, and exams in this course are constructed to assess each student's mastery of the following learning concepts:

- Classifying skills into general categories helps us to understand the demands those skills place on the performer/learner.
- The measurement of motor performance is critical to understanding motor learning.
- A variety of abilities underlie motor skill learning and performance success.
- The neuromotor system forms the foundation for the control of movement.
- Theories about how we control coordinated movement differ in terms of the roles of central and environmental features of a control system.
- Touch, proprioception, and vision are important sensory components of motor control.
- Specific characteristics of the performance of various types of motor skills provide the basis for much of our understanding of motor control.
- Performing voluntary, coordinated movement requires preparation of the motor control system.
- Preparation for and performance of motor skills are influenced by our limited capacity to select and attend to information.
- Memory storage and retrieval influence motor skill learning and performance.
- People who assess learning must make inferences from observing performance during practice and tests.
- Distinct performance and performer characteristics change during skill learning.
- Transfer of learning from one performance situation to another is an integral part of skill learning and performance.
- Effective methods of providing instructions for helping a person to learn motor skills depend on the skills and the instructional goals.
- Augmented feedback provides information that can facilitate skill learning.
- Variability of practice experiences is important for learning motor skills.
- The amount of practice and the spacing or distribution of that practice can affect both practice performance and the learning of motor skills.
- Base decisions about practicing skills as wholes or in parts on the complexity and organization characteristics of the skills.
- Mental practice can be effective for learning and relearning skills and for preparing to perform learned skills.

GRADING POLICIES

| Outcome Measure | Points Per Item | Number Of Items | Available Points | Percentage of Grade | Grading Scale |
|------------------------------------|-----------------|-----------------|------------------|---------------------|------------------------|
| Connect SmartBook Chapter Readings | 10 | 19 | 190 | 19% | 900 or more A |
| Final Project | 70 | 1 | 70 | 7% | 800-899 B |
| Connect Tests (Final Exam Test 5) | 75 | 4 | 300 | 30% | 700-799 C |
| Discussion Questions/SRSU Events | 70 | 3 | 210 | 21% | 600-699 D |
| Labs/Activities | 70 | 3 | 210 | 21% | Less than 599 F |
| Pre-Course Assignments | 10 | 2 | 20 | 2% | |
| | | | 1000 | 100% | |

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

Be sure to complete all assignments by the due date. Depending on the assignment, late assignments may not be accepted or may be accepted but will have points deducted!

COURSE REQUIREMENTS

Pre-Course Assignment (20 points total).

- Pre-Course Check & Quiz – 10 questions worth 10 points total, 1 point for each question. The Syllabus Quiz will demonstrate that you have read and understand the content located in various headings of the syllabus. By submitting the syllabus quiz, you are indicating that you have completely read the syllabus and understand what is expected of a student of this online course.
- Introduce Yourself Discussion – worth 10 points total (post your reply 5 points and 2 replies 5 points). This assignment will help you, your instructor, and your fellow class members get to know each other. Use the prompts that are given to introduce yourself to your classmates, and respond to at least 2 of your classmate's posts.

SmartBook via Connect Chapter Readings (10 points each, 190 points total).

19 Chapters/6 Units; Smartbook Chapter Readings are done before covered in class (this is a “flipped classroom”). Connect Readings must be done by the due date. LATE WORK WILL NOT BE ACCEPTED. All due dates for chapter readings are found in Course Calendar (**every Sunday @ 11:59 pm**). Highly encourage you to work ahead of the due dates.

Smartbook Chapter Readings is an adaptive learning and reading tool. SmartBook highlights key topics for students to focus on, and provides links to additional material such as videos and slideshows, to help deepen student's understanding of the learning objectives. SmartBook prompts students with questions based on the material they are studying. By assessing individual answers, SmartBook learns what each student knows and identifies which topics they need to practice. This adaptive technology gives each student a personalized learning experience and path to success.

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.

TESTS (75 points each for Test 1-4; 300 points total).

Four tests will be given; there will be no comprehensive Final Exam. Tests will use Proctorio, a remote proctoring software that monitors test takers. Students must make sure to properly set up Proctorio before taking a test, failure will result in the test not being able to load properly. For more information: <https://mhedu.force.com/CXG/s/article/Proctorio-Quick-Tips-for-Students-General?dc=>

Students will receive a window to take the test on their own outside of class. You only get one attempt for each Test. Tests include multiple-choice questions and possibly True and False questions. Once you start a test, you will have unlimited time to complete the questions. The questions are automatically scored after you take the Test. Will be given a window to take the test, for each day late, a 5% deduction. PowerPoints for each chapter is posted in Blackboard which can be helpful while taking tests. Smartbook Chapter Readings and class discussions/lectures will also be helpful; however, it is recommended that students take notes to better prepare themselves.

Discussion Questions (65 points each; 195 points total)

3 Discussion Questions spread out throughout the semester, choose one of the Chapter's Specific Application Problems and answer in paragraph structure. Choose a discussion question from the four-five chapters covered. You will restate the question first, then will write your answer. Answers must be at least 400 words in-depth and is due that Thursday at 11:59 pm. Then students must respond to two classmate's discussion questions. These responses must be academic and scholarly in nature, a minimum of 200 words, and are due by that Sunday at 11:59 am. When breaking down the point total for each discussion question, 35 points are given for answering your discussion question and 15 points for each academic response, the responses total will be 30 points. To earn all the points possible, answer all discussion questions, do good work, submit your response on time, and respond to two other student's discussions.

Labs/Activities (65 points each; 195 points total)

The labs/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. Labs are posted in blackboard, students need to carefully read the lab directions and complete them as indicated.

ALL COURSE REQUIREMENTS DEADLINE

Due to the time required for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of **Friday in Week 16 at 11:59 pm** 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 the above policy.

LATE WORK POLICY

All coursework must be submitted by the provided due dates in Blackboard or Connect. LearnSmart readings must be completed by the due date for credit – **NO LATE WORK WILL BE ACCEPTED**. All other work: labs, activities, discussions, and tests carry a 30% deduction for 1-7 days late. For consideration to turn in work passed 1 week late, must be approved by the professor for grading consideration. If approved by the professor, assignments turned in over 1 week late will carry a minimum 50% deduction.

LEARNER SUPPORT BLACKBOARD

Our 24/7 Blackboard online support desk and toll-free hotline are made available to SRSU faculty and students to begin using immediately for any Blackboard technical support issues. SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll-Free: 888.837.6055 Email: blackboardsupport@sulross.edu

MCGRAW HILL CONNECT

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

How to use Connect - [Student Registration for Blackboard with Inclusive Access Deep Integration \(mhhe.com\)](http://www.mhhe.com)

TENTATIVE COURSE CALENDAR

| Week | Content | Due |
|--------------------------|--|--|
| 1 8/28 to 9/3 | Syllabus Review, Class Expectations, Demonstrations, Blackboard | Pre-Course Assignments – 9/3 LearnSmart Ch. 1, 2, 3 – 9/3 |
| 2 9/4 to 9/10 | Chapter 1 – The Classification of Motor Skills Chapter 2 – The Measurement of Motor Performance Chapter 3 – Motor Abilities | <u>Labor Day Holiday – 9/4</u> <u>Last Day to Drop – 9/5</u> LearnSmart Ch. 4, 5, 6, 7, 8 – 9/10 <u>Test #1 (Ch. 1-3) – 9/10</u> Lab #1 – 9/10 |
| 3 9/11 to 9/17 | Chapter 4 – Neuromotor Basis For Motor Control Chapter 5 – Motor Control Theories Chapter 6 – Sensory Components of Motor Control Chapter 7 – Performance and Motor Control Characteristics of Functional Skills Chapter 8 – Action Preparation Chapter | LearnSmart Ch. 9, 10 – 9/17 <u>Test #2 (Ch. 4-8) – 9/17</u> DQ #1 Post (Ch. 1-5) – 9/14 DQ #1 Response – 9/17 |
| 4 9/18 to 9/24 | 9 – Attention as a Limited Capacity Resource Chapter 10 – Memory Components, Forgetting, and Strategies | LearnSmart Ch. 11, 12, 13 – 9/24 Lab #2 – 9/24 |

| | | |
|---|--|---|
| <p style="text-align: center;">5</p> <p>9/25 to 10/1</p> | <p style="text-align: center;">Chapter 11 – Defining and Assessing Learning Chapter 12 – The Stages of Learning Chapter 13 – Transfer of Learning</p> | <p style="text-align: center;"><u>Last Day to Withdraw ‘W’ - 9/29</u></p> <p>LearnSmart Ch. 14, 15 – 10/1</p> <p style="text-align: center;"><u>Test #3 (Ch. 9-13) – 10/1</u></p> <p>DQ #2 (Ch. 6-10) Post – 9/28</p> <p>DQ #2 Response – 10/1</p> |
| <p style="text-align: center;">6</p> <p>10/2 to 10/8</p> | <p style="text-align: center;">Chapter 14 – Demonstration and Verbal Instructions Chapter 15 – Augmented Feedback</p> | <p>LearnSmart Ch. 16, 17, 18, 19 – 10/8</p> <p style="text-align: center;">Lab #3 – 10/8</p> |
| <p style="text-align: center;">7</p> <p>10/9 to 10/15</p> | <p style="text-align: center;">Chapter 16 – Practice Variability and Specificity Chapter 17 – The Amount and Distribution of Practice Chapter 18 – Whole and Part Practice Chapter 19 – Mental Practice Start working on the Final Project</p> | <p style="text-align: center;"><u>Test #4 (Ch. 14-19) – 10/15</u></p> <p>DQ #3 (Ch. 11-19) Post – 10/12</p> <p>DQ #3 Response – 10/15</p> |
| <p style="text-align: center;">8</p> <p>10/16 to 10/22</p> | <p style="text-align: center;">Complete Final Project</p> | <p style="text-align: center;">All coursework must be submitted by 10/22</p> |

UNIVERSITY POLICIES

Distance Education Statement

Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, 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 information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. 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.

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 to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student’s responsibility.

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.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

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.

Libraries 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 LobID 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).

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.

ADA 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. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, 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 rebecca.wren@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, SUI Ross State University, Alpine. Texas, 79832.

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 based on 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.