

Texas A & M – Commerce
Department of Health and Human Performance

HHPK 350 Motor Learning and Motor Control
On-line Summer 2012

Instructor: Dr. Betty Block
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Virtual Office Hours: TBD by the class and published

- I. Course Title: Motor Learning and Motor Control
- II. Course Prefix/Number: HHPK 350
- III. Credit Hours: 3 Semester Hours
- IV. Prerequisites: BIOL 112 OR (BIOL 205 and 206)
- V. Course Description: The goal of this course is to provide students a thorough understanding of the neurological and psychological process of acquiring and developing new movement skills, particularly as it relates to human movement.
- VI. Required Text: Rose D.J. & Christina, R. W. (2006). *A multilevel approach to the study of motor control and learning*. 2nd Edition. Pearson, Benjamin Cummings
- VI. Student Learning Outcomes:

This course is aligned with NASPE/NCATE National Initial PETE Standards
The student will be able to:

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 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 utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Course Objectives

As a result of this course the students will be able to:

Discuss individual somatosensory systems and their contributions to action.

Develop instructional episodes in a lab setting

Record visual and vestibular system and somatosensory contributions to learning to perform a novel task

Organize and present a practice environment for learning the novel task

Record feedback functions as related to self-regulated augmented feedback schedules

Explain factors that influence memory skill

Identify the importance of transfer

Develop and organize learning/practice episodes

VII. Content Outline:

A. Introduction to motor control

B. Somatosensory contributions to action

C. Visual and vestibular system contributions to action

D. Developing and executing a plan of action

E. Introduction to motor learning

F. Setting the stage for motor learning

G. Organizing the practice environment

H. Augmented feedback and motor learning

I. Memory and forgetting

J. Transfer of motor learning

VIII. Course Procedures/Policies:

This course will contain teacher-student and student-student interactions. At times you will be placed in groups and at other times, you will be expected to work alone. Please stay current with discussions as I will close them after we have covered a particular topic. There will be no opportunities to revisit discussions after they have been closed.

I will primarily use the instructional approach called guided discovery for this course. This means that you will be given a roadmap for the course, but primary responsibility for learning the content is up to you. Again, you must be a self-starter and stay current.

You will be expected to complete work on time. You will be expected to thoughtfully and respectfully interact with me and with your classmates when engaging in class discussions.

Numerous assignments will need to be completed in this course. Many of these assignments will be based on readings, labs, presentations, and discussions. All assignments will be graded either by an

assessment rubric or electronically through eCollege. Some assignments will need to be submitted electronically. See the next section for submission requirements.

Know that the course schedule is tentative. We may need more time on a particular topic or less time on another one. I reserve the right to slightly change the schedule based on your learning needs.

This course will utilize eCollege. Class announcements, readings, and other documents will be exclusively posted within the course, so it is your responsibility to check the site for any pertinent class information daily. You will need your TAMU-C username and password to access this site. Additionally, if you are unfamiliar with on-line learning, you should take the tutorial provided by the Instructional Technology and Distance Education Department prior to beginning the course. You may also click on the Help icon on the Tools bar.

Submitting Written Assignments

All written assignments, except discussions assignments, will be submitted in the Dropbox assignment link for each week. I will share documents with you in the Doc Sharing section.

Use the following process to prepare and submit assignments:

1. Prepare your document using Microsoft Word or any other word processing software that is compatible with Rich Text Format. Name your assignment with the following convention: last name, first name, and project title (example: doejohnlab1.rtf). **You will need to choose the .rtf file type from the drop down menu in your save window (under the name of the document) before uploading your document.**
2. Click on the assignment link that is designated for that particular assignment in the Dropbox. Upload your document and Click “Submit”
3. When assignments are received, I will make comments, ask questions, and grade your work. I will then return your assignment back to the Dropbox. Note: be advised that your papers are subject to plagiarism detection programs.

How to send E-mails

All electronic mail communication related to this course will utilize the Email tab. To communicate by E-mail within the course with other participants or all participants, click the Email tab link located on the Tools bar.

You are able to send messages to All Users or Select Users in the course, including the instructor. Be sure to only check the recipients that you want to receive the E-mail.

Do not submit assignments through the Email tab.

Discussions

All threads (topics) pertinent to a category will appear as links under that subject’s forum. The instructor has control of what general subject categories are available for discussion in the course. At the instructor's discretion, students may or may not have the option of starting a new thread under the general subject categories and may or may not be able to edit their comments after they have been posted.

Students can (and will be required to) respond to threads in the course discussion. To respond to

a thread:

Click the Discussions tab located in each Week's module.

Click on a topic link to open it and view the contents within.

Click "Respond" to post your initial comments to respond to any existing posts.

Be sure to click submit to add your posting.

Your response will now appear in the table, along with your name as author and date/time of posting.

Grading Procedures

Lab assignments, discussions, quizzes	40%
Examinations	60%

IX. Any Issues Unique to the Course:

If at any time you are having technical difficulties, please contact the eCollege Helpdesk in the Student Orientation Tutorial. Do not delay as sections of the course will be unavailable for viewing after a designated period of time.

X. Additional Issues:

Tenets of common behavior statement: "All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See current Student Guidebook);

Students with Disabilities information: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Gee Library, Room 132

(903) 886-5150 or (903) 886-5835 phone

(903) 468-8148 fax

Email: StudentDisabilityServices@tamu-commerce.edu.

Tentative Course Schedule HHPK 350 Motor Learning/ Control	Module	Topics and Assignments
First Class Day July 9 – 10	Module 1	Take the eCollege Tutorial if you are unfamiliar with this on-line platform Read the Syllabus Take the Syllabus Quiz Complete Module 1
July 11 – 15	Module 2	Somatosensory system Complete Assignments , Quizzes
	Module 2 – Part 2 (continued)	Motor Control and the Somatosensory system Complete Module 2
July 16 – 17	Module 3	Visual and Vestibular Contributions to Action Complete Module 3
July 18 – 22	Module 4	Developing and Executing a Plan of Action Complete Module 4
MIDTERM EXAM Due Before July 24 - midnight	Modules 1 – 4	Take Exam
July 23 – 24	Module 5	Introduction to Motor Learning Complete Assignments , Quizzes, etc.
July 25 – 29	Module 6	Motivation, Introducing, Explaining, and Influencing Effectiveness of Learning Motor Skills Complete Module 6
July 30 – 31	Module 7	Organizing the Practice Environment Complete Module 7
August 1 – 5	Module 8	Augmented Feedback Complete Module 8
August 6 – 7	Module 9	Memory and Transfer Complete Module 9
Final Exam Due Before August 9 – 5:00 pm	Comprehensive Exam	Take Final Exam