



University of Texas at Tyler
College of Nursing and Health Sciences
Department of Health and Kinesiology
Spring 2009
KINE 3331 – Human Motor Control and Learning

Instructor: Dr. T. Scott Marzilli

Office Hours: Monday: 1:00 to 3:00
Tuesday 12:30 to 1:30
Wednesday 8:00 to 10:00
Thursday 12:30 to 1:30

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Textbook: Coker, C. A. (2004). *Motor Learning and Control for Practitioners*. New York: McGraw Hill

Catalog Description:

Study of principles and processes involved in learning and teaching motor skills, and the theories of control of movement. Application is made to sport, ergonomics and rehabilitation. *CO-requisite: KINE 3132*

Student Learning Outcomes: After the full completion of this course the students will be:

1. Able to identify and discuss the major concepts related to information processing, attention, mental practice and practice constraints.
2. Able to decide proper type and amount of feedback required to promote skilled performance.
3. Able to apply basic motor learning principles to everyday life and activities.
4. Able to list and explain the methods used for developing and implementing a motor learning research project.
5. Able to orally present research related to the field of motor learning.

Methods of Instruction:

Student learning experiences to include but not limited to: a) lectures with related discussion encouraged, b) classroom demonstrations, c) problem solving situations and laboratory experiences, d) observation and analysis of motor learning and performance, e) reading designated textbook and supplementary material upon assignment.

Evaluation:

The student will be evaluated on the basis of performance on three examinations, completion of laboratory experiences, and a class presentation on a motor learning research abstract. A percentage of total points possible determines the course grade. A straight grading scale will be used for all grades.

A = 100-89%

B = 88-79%

C = 78-70

D = 69-65

F = 64 and below

Course Structure:

35%	100 pts each	3 Exams (Exam 1, Exam 2, Final Exam) Cumulative Final Exam
3%	25 pts	Research Abstracts
3%	25 pts	Research Abstract Presentations
12%	100 pts	Laboratory Experiences
17%	150 pts	Weekly Quizzes
12	100 pts	Written Research Paper
12	100 pts	Oral/Poster Presentations
6%	50 pts	Class Participation
Total Possible Points: Approximately 850 pts		

Lab Assignments:

The lab experiences in this course are designed to add a hands-on, problem solving dimension to the process of learning motor learning concepts and their applications in human movement, including sport, dance, work tasks, ergonomics, injury and rehabilitation. Each lab contains instructions for any data to be obtained, any equipment necessary for hands-on “discovery” of principles, and group discussion concepts.

Labs will be conducted during laboratory time or periodically throughout the assigned class periods. You are responsible for meeting on time, actively participating in and contributing to each laboratory experience. Prepare for that participation by studying the text material and doing the assigned readings related to the material.

These laboratory experiences are for the benefit of the student and will be completed both within and outside of class time. Lab write-ups will vary from week to week and will be presented on the day of the lab.

Research Abstract:

Each student will be responsible for writing an abstract for two research papers. This research paper will be specific to motor learning and skill acquisition (No irrelevant research will be accepted). An example of an abstract will be provided for you to inspect. This research abstracts will also be presented to the class. These are not to be in-depth presentations (about 5-8 minutes) and will be used to get the students accustomed to presenting. **LIMIT THE LENGTH OF EACH ABSTRACT TO ONE PAGE! NO EXCEPTIONS (THE ABSTRACT NEEDS TO CONTAIN ALL SUBSECTIONS OF THE EXAMPLE)!!**

Motor Learning Project:

The purpose of the project is to allow the students the opportunity to devise and implement a motor skill experiment. This project, together with the principles acquired throughout class lecture will provide students a unique prospective into motor skill research. Each presentation group will be responsible for an independent experimental topic and subsequent presentation of the findings (both oral and written). Through the use of class lecture and laboratory assignments, sufficient time will be given for the successful completion of this project. I feel that his project will not only be fun, but will give you, as students, a distinct advantage when applying for graduate schools, or jobs requiring research design (i.e., physical therapy, occupational therapy, teaching, etc.). You will need to complete both a written report as well as an oral or poster presentation of your findings. Additional information will be forthcoming regarding EXACTLY what this project entails.

Attendance Policy:

Although I do not formally use attendance as part of your grade, your attendance is expected, but not recorded. Just to remember, quizzes and all exams, including the final, are to be taken at the assigned time. There will be no exceptions!

Athletic Policy:

I am aware of the difficulty of being both an athlete and an academic, thus I will be flexible for excused absences. An excused absence is one that I am aware of, thus allowing for proper arrangements to facilitate the make-up of missed material. Therefore, I expect to have all athletic schedules prior to the beginning of the second week meeting so WE can sit down and discuss what classes you will be missing. One final note: you will only be excused if your game or travel conflicts directly with the class meeting.

Military Policy:

You will not be penalized for active duty although you will still be responsible for all class coursework. Therefore, it is your decision to stay in the class and be responsible for all coursework, quizzes and tests.

Disabled Students Policy:

Necessary accommodations for disabled students will be made available should the need arise. Please inform me of any such needs.

Bonus Incentive:

- If the average class percentage score is above the 87th percentile going into the final, then the final will be a take home test; however, if the average class percentage score is above the 92nd percentile going into the final, then there will be no final exam... Therefore it is very important to help each other, as well as ask the professor for assistance on topics that are either unclear or confusing. You are all starting out with 100%...I look forward to helping you keep that grade in this class. Good Luck☺

UT TYLER STUDENT POLICIES

Americans with Disabilities Act (ADA):

The ADA is a federal anti-discrimination law that provides comprehensive civil rights protection to individuals with disabilities. Among other things, this statute requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

Academic Dishonesty:

At The University of Texas at Tyler, students and faculty are responsible for maintaining an environment that encourages academic integrity. Student and faculty members are required to report an observed or suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that the student maintains a high standard of individual honor in scholastic work. Scholastic dishonesty includes but is not limited to cheating, plagiarism, and collusion:

"Cheating" includes:

1. Copying from the paper of another student, engaging in written, oral, or any other means of communication with another student, or giving aid to or seeding aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of, an unadministered examination or work assignment.

“*Plagiarism*” includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

“*Collusion*” includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

Grading Appeal Procedure

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student’s performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form, which may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of grade assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor’s rationale for the grade given and the student’s basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation.

If the appeal is to be considered by the Vice President for Academic Affairs, a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student.

The office of the president is the final step in the appeal process at The University of Texas at Tyler.

Grade Replacement

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

- Course Outline

January 12	Course Overview
January 13	Chapter 1: Introduction to Motor Learning and Control
January 15	Chapter 2: Understanding Movement Preparation
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January 19	MLK Holiday (no class meeting)
January 20	Library Abstract Day
January 22	Library Abstract Day
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January 26	Discuss Class Research Projects (Written Abstracts Due)
January 27	Chapter 2: Understanding Movement Preparation
January 29	Chapter 3: Behavioral Theories of Motor Control
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February 2	Proprioception Catching Laboratory
September 16th	Chapter 4: Neural Mechanisms: Contributions and Control
September 18th	Chapter 4: Neural Mechanisms: Contributions and Control
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February 9	Juggling Laboratory
February 10	Chapter 5: Stages of Learning
February 12	Chapter 5: Stages of Learning
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February 16	Review for Test 1
February 17	Test 1 (covering chapters 1-5)
February 19	Abstract Presentations (pick only one article to present)
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February 23	Observational Learning (Cup Stacking)
February 24	Chapter 6: The Learner: Pre-Instruction Considerations
February 26	Chapter 6: The Learner: Pre-Instruction Considerations
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March 2	Use of Technology to for Skill Observation (Dartfish)
March 3	Chapter 7: Skill Presentation
March 5	Chapter 7: Skill Presentation
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March 9	Spring Break
March 10	Spring Break
March 12	Spring Break
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March 16	Class Research Project
March 17	Chapter 8: Practice Design Factors
March 19	Chapter 8: Practice Design Factors
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March 23	Class Research Project
March 24	Chapter 9: Practice Schedules
March 26	Chapter 9: Practice Schedules

March 30	Class Research Project
March 31	Chapter 10: Diagnosing Errors
April 2	Chapter 10: Diagnosing Errors

April 6	Preparation for Research Presentations
April 7	Chapter 11: Correcting Errors
April 9	Chapter 11: Correcting Errors

April 13	Review for Test II
April 14	Test II (Covering Chapters 6-11)
April 16	Abstract Presentations

April 20	Preparation for Research Presentations
April 21	Preparation for Research Presentations
April 23	Preparation for Research Presentations

April 27	Preparation for Research Presentations
April 28	Review For Final Exam (Written Research Reports are Due)
April 30	Final Exam

May 5	Oral and Poster Presentations (2 hours)
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