Course Title: Human Motor Control and Learning Lab
Course Number: KINE 3132
Credits: 1.00
Co-requisite:
Days/Hours of Lab:
  - KINE 3135.001 Friday 8:00am – 10:00am
  - KINE 3135.002 Friday 10:00am – 12:00pm
  - KINE 3135.003 Friday 1:00pm – 3:00pm
  - KINE 3135.004 Friday 3:00pm – 5:00pm
Dates: 01/16/2015 – 5/1/2015
Lab Room: HPC 1270

Instructor Information
Name: Timothy Lowe, MS
Office Location: Motor Control and Learning Lab
Email Address: tlowe@uttyler.edu
Emergency Number: (903) 566-7031 (Sarah Cowan)
Office Hours: By Appointment

Textbook:

All materials needed for lab will be posted on blackboard. I expect to have all materials posted by Tuesday evening for labs on Fridays. This lab is intended to directly reinforce the lecture so please bring your lecture book to lab for reference purposes:

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.

DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES
By the end of your Bachelor of Science in Kinesiology Program, you are expected to accomplish the following learning outcomes at above average levels including:

◊ Mastery of Kinesiology and/or Health Related Content
◊ Application of Critical Thinking Skills
◊ Demonstration of Communication Skills
◊ Demonstration of Leadership Skills
◊ Exhibit Integrity/Ethical behavior in different settings.
◊ Demonstrate use of Technology
◊ Demonstrate an appreciation of Human Diversity and Multiculturalism

**Evaluation:**
The students will be evaluated on the basis of completing of laboratory experiences, and participation in analysis projects. A percentage of total points possible will determine the course grade.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
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<td>70 – 79</td>
<td>C</td>
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<tr>
<td>60 – 69</td>
<td>D</td>
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<tr>
<td>0 – 59</td>
<td>F</td>
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**Course Structure:**

- 50 points Reflection Paper
- 350 points Lab Discussion (5 discussions, 70 points each)
- 200 points Lab Report (2 lab reports, 100 points each)
- 150 points Article Review Presentation
- 100 points Peer Evaluation within Group Members
- 150 points Lab Final

**ASSIGNMENT POLICY**

All assignments (lab reports, discussion questions, reflection papers, etc.) are due the following Friday after they are assigned. The Friday an assignment is due, the assignment must be turned into me before the next lab section begins. If you are in the 3 o’clock lab assignments are due by 5 o’clock. No late work will be accepted.

For lab reports, a document will be posted that will outline my expectations of your lab reports. For “Lab Discussion Question” assignments, your answers are to be typed, double spaced, Times New Roman, 12 pt. font, with 1 inch margins. The answers to the discussion question need to be properly numbered and need to be stapled to the back of your lab handout that includes information regarding the lab and the data collected from the experiments.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Lab Date</th>
<th>Lecture Material Covered Prior to Lab</th>
<th>Lab Activity</th>
<th>Lab Work/Homework Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. January 16</td>
<td>F2F: Introduction, syllabus review and classroom policies and expectations; group formation ideas and projects</td>
<td>Lab Introduction, syllabus review, lab expectations and policies, student introduction and discussion</td>
<td>1 page self-reflection and goal list regarding what motivates you to learn and acquire information</td>
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<tr>
<td>2. January 23</td>
<td>Introduction to Motor Learning and Control Lecture in class; Finalize groups and leaders</td>
<td>Juggling activity to illustrate the stages of learning</td>
<td>Lab Discussion Questions</td>
</tr>
<tr>
<td>3. January 30</td>
<td>Understanding Movement Preparation; Research topic ideas</td>
<td>Lab Ch. 2a: Hick’s Law Ruler Drop (movement preparation and how response choices affecting response time)</td>
<td>Lab Report</td>
</tr>
<tr>
<td>4. February 6</td>
<td>Behavioral Theories of Motor Control: research proposal abstract including title, introduction, purpose, and methodology including setting, subjects, variables, data collection instrument and procedure for collection</td>
<td>Lab Ch. 3a: Motor Programs (movement complexity and time relationship)</td>
<td>Lab Discussion Questions</td>
</tr>
<tr>
<td>5. February 13</td>
<td>Neural Mechanisms: Contributions and Control</td>
<td>Article Review Research</td>
<td>No Lab Assignment</td>
</tr>
<tr>
<td>6. February 20</td>
<td>Stages of Learning, DVD and Lecture</td>
<td>Lab Ch. 4: Visual Search (influence of visual search training on catching performance)</td>
<td>Lab Report</td>
</tr>
<tr>
<td>7. February 27</td>
<td>The Learner: Pre-Instruction Considerations</td>
<td>TACSM</td>
<td>No Lab Assignment</td>
</tr>
<tr>
<td>8. March 6</td>
<td>Skill Presentation</td>
<td>Lab Ch. 7: Modeling and Verbal Instructions (examine the effects of providing a demonstration of a skill in the presence and absence or verbal instruction)</td>
<td>Lab Discussion Questions</td>
</tr>
<tr>
<td>9. March 13</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>No Lab Assignment</td>
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<tr>
<td>10. March 20</td>
<td>Principles of Practice Design</td>
<td>Article Review Research</td>
<td>No Lab Assignment</td>
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<tr>
<td>11. March 27</td>
<td>Practice Schedules</td>
<td>Lab Ch. 9: Variable Practice (examine schema development through variable practice) Speed Stack activity</td>
<td>Lab Discussion Questions</td>
</tr>
<tr>
<td>12. April 3</td>
<td>Panel Discussion</td>
<td>Lab Ch. 6: Transfer (investigation of the effects of positive transfer)</td>
<td>Lab Discussion Questions</td>
</tr>
<tr>
<td>13. April 10</td>
<td>Diagnosing Errors; Correcting Errors</td>
<td>Article Review Research</td>
<td>Article Review Presentation</td>
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<tr>
<td>14. April 17</td>
<td>Presentations</td>
<td>Article Review Presentation</td>
<td>Article Review Presentation</td>
</tr>
<tr>
<td>15. April 24</td>
<td>Presentations</td>
<td>Lab Final</td>
<td>Lab Final</td>
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<tr>
<td>16. May 1</td>
<td>Lecture Finals</td>
<td>No Labs</td>
<td>No Lab Assignment</td>
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UNIVERSITY POLICIES
Handbook of Operating Procedures -- The University of Texas at Tyler

ACADEMIC DISHONESTY POLICY

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a 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 a student maintain 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 seeking 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 examination or work assignment that has not yet been administered.

"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.

GRADE 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 that 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 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, then 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.

**FOOD AND DRINK IN CLASSROOMS**

Consumption of food and drink in university classrooms is prohibited. You may bring water to lab, but that is all.

**INDOOR SMOKE-FREE CAMPUS**

The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor location.

**CLASS ATTENDANCE**

Attendance to lab is mandatory and highly important as we only meet once a week. Excused absences include: University excused absences (academic or athletic event associated with the University), weather that closes the University for the day, and legitimate illness/emergency associated with you or a loved one.

**APPROVED STUDENT ABSENCES**

On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:

1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence.

It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

**GRADE REPLACEMENT**

If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file 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 (2006-2008 Catalog, P. 35).

DISABILITY STATEMENT

If you have a disability, including a learning disability, for which you request disability support services/accommodations(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/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. Visit University Center, Room 282 or call 903-566-7079 for more information.