Spring 2015
Course Title: Human Motor Control and Learning
Course Number: KINE 3331.001
Credits: 3 Hrs.
Days/Hours of Class: Tuesday 11:00am-12:20, Thursday Online
Room: HPC 3055

Instructor Information
Benjamin Y. Tseng, Ph.D., Assistant Professor
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Office Hours: Tuesday 1:00pm-2:00pm Wednesday 10:00am-11:00am

Teaching Assistant
Colby Craddock
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Office: 2265
Office Hours: Tuesday 9:00am-11:00am Thursday 1:00pm-3:00pm
Or by Appointment

Textbook

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

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 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
**Student Learning Outcomes:** After the full completion of this course the student 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 instruction and feedback required to promote skilled performance.
3. Able to apply basic motor learning principles to everyday life and activities.
4. Able to illustrate and explain the different stages of skill acquisition.
5. Able to discuss and give examples of the different learning styles.
6. Able to outline and explain the methods used for developing and implementing a motor learning research project.
7. Able to incorporate technology to orally present research related to the field of motor learning.
8. Able to effectively collaborate with others to generate information and resolve assigned tasks.

**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 individually and in groups, d) observation and analysis of motor learning and performance, e) reading designated textbook and supplementary material upon assignment f. Online engagement via blackboard through audio lectures, PowerPoint's, YouTube, blogs, journals, wikis and discussion board.

**Course Procedures**

Offered in a Hybrid i.e. Face-to-Face and Online via Blackboard

Please read this syllabus carefully and in its entirety. The syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that we shall be meeting face-to-face only once a week and the other time you are required to do your work via blackboard. Make sure you finish your out of class tasks and attend all the face-to-face sessions.

**Communication**

Please feel free to contact me throughout the semester, by email, phone, or in person. Every email you send to me related to the course should have “KINE 3331-001” in the subject line. Please note that I may or may not reply to email on weekends (Friday late afternoon till Monday morning).

***Students are required to use their Patriot email accounts for course work.*** If all is working properly, your Patriot email address will be automatically loaded into Blackboard for this course. Therefore, it is essential that you check your Patriot account on a regular basis.

**Course Outline**
Very important information is provided in the “Announcements” in Blackboard (link located in the navigation bar on the left side of the screen in the course). The “Announcements, Course Materials, Discussion Board” links on your blackboard page will have most of your learning tasks including information about assigned reading, assignments and other important information pertaining to what you are supposed to contribute. Please familiarize yourself with these links, as well as wikis, tools and checking your grade as you will use them a lot throughout the semester.

**Discussions**
Online discussions or conferences are an essential component of this course. To do well in the course, you must participate regularly and insightfully in the online discussions. Participation in discussions is required in order for you to receive points toward your course grade. More information related to online discussions, including details of grading of participation, is presented later in this syllabus.

**Assignments**
With possible exceptions, assignments requiring student responses in one form or another will be accessible in the Assignments area in the course (i.e., accessible via the Assignments link) and at the end of each module. In this area, you have access to my detailed description of, and instructions for, each assignment, including the specific required activity and product, and access to an area for you to submit comments or final products (if the assignment calls for this). This area allows you to post information directly, much like in a discussion forum, or to upload (copy) products as attachments. Most chapter assignments are to be completed online and you will see your score almost immediately.

***Please pay close attention to assignment instructions.*** Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. Close attention should also be paid to the method of submitting completed assignments. Different assignments will be submitted in different ways, including uploading (copying a file) in the Assignments area of the course, posting in a designated forum on the Discussion Board, and sending as an email attachment. Be sure to submit each completed assignment according to that assignment’s instructions.

**Exams**
Exams will be taken in class.

**Time Requirements**
In general, you should expect to spend a similar amount of time completing the requirements of this hybrid course as you would spend on the same course taught in the traditional classroom format. As a rough guide, you should spend about 9 hours per week (3 hours directly in class and assignments, and 6 hours indirectly studying the text and researching)! It is critical that you do not fall behind. The course is set up so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule and more rigorous expectations as the course goes
along. Therefore, it is advisable to work ahead on readings, assignments, the term projects and the like, when that is possible.

You will have access to all course materials systematically including exams, certain assignments and certain Discussion Board forums, from the start of the course to the end, just as you move through a book from start to finish. This is not a self-paced course, however. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (similar to a class in the traditional format). There will be set dates for assignments and discussions and deadlines by which you must complete assignments, blog and journal entries. Due dates for completing assignments, blog, journal and projects are listed later in this syllabus.

**Library Services** UT Tyler’s Muntz Library may be accessed via http://library.uttler.edu/. A link to the Muntz Library is also available on UT Tyler’s Home Page (www.uttleyer.edu).

**Technical Support**
UT Tyler’s IT Support department provides technical support for this online course. Information about technical support for Blackboard and this online course is available on your Blackboard login page (http://ccs.uttleyer.edu/?page=blackboard). You are welcome to inform me if you have technical difficulties, but I will not likely be able to assist with such difficulties.

**Course Calendar**
This semester officially begins on Monday, August 25 and ends on Friday, December 12, 2014. This course is both content-oriented and process-oriented, so you will be called upon to reflect and apply more than in other cases. Because the course is a unique blend of the traditional as well as the online versions, you have to strive to be diligent in the way you learn. You are expected to be diligent and disciplined in reading and following up on learning tasks outside class. The Announcements area in Blackboard presents a week-by-week schedule of reading and other short-term assignments, as well as reminders of some intermediate assignments related to term projects. Key deadline dates for submitting assignments and projects, and other important dates are included too. You should refer to this schedule frequently throughout the course.

**Course Expectations:**
1) Attend class, participate and complete all reading assignments and learning related tasks.
2) Complete all assignments/reports—due at class time on Tuesday or online following the task assignment unless specified.
3) Barring an act of God (the University being officially closed), assignments/exams will be given at the time and date indicated in the syllabus. Only for extremely extenuating circumstances and even then only with the prior approval of the instructor will a student be allowed to make up an examination that is missed.
4) Cell phone policy: Professionalism is expected. Please don’t send text messages or check social media in class. If you are expecting an important call, please let me know before class and take the call outside of class.
5) Laptop Policy: If you really feel the need to email or check your Facebook, etc. then please dismiss yourself from the classroom.

NOTE SEMESTER KEY DATES:
1. January 13 – Classes begin
2. January 26– Census Date
3. Spring Break – March 9-13
4. April 27-May 1– Final Exams

Grading
1. Discussion Board/Forum Participation – 220 pts
   Quizzes – 220 pts
   Midterm Exam – 200 pts
   Final Exam – 200 pts
   Group Project (Research Abstract) – 100 pts
   Presentation – 60 pts
   Total Possible Points – 1,000 pts
   Extra Credits – 5~10 pts

2. Grading
   A= 900-1000, B=800-890, C=700-790, D=600-690, F=590 and below

Course Schedule
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Face-2-Face Class</th>
<th>Assignments and Online</th>
<th>Online Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1/13</td>
<td>F2F: Introduction, syllabus review and classroom policies and expectations; group formation ideas and projects</td>
<td>Online familiarization with blackboard and review of syllabus; read Chapter 1</td>
<td>1. Discussion Board: Post your self-introduction capturing who you are, interests, hobbies, and academic level</td>
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<tr>
<td>2.1/20</td>
<td>1: Introduction to Motor Learning and Control Lecture in class; Finalize groups and leaders</td>
<td>a. Quiz 1 (Chapter 1) b. Read Chapter 2</td>
<td>2. Reflection on chapter 1 Research Note</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Preparation; Research topic ideas</td>
<td>Quiz / Read Chapter</td>
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<td>4/2/3</td>
<td>3. Behavioral Theories of Motor Control</td>
<td>a. Quiz 3</td>
<td>b. Read Chapter 4</td>
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<td>5/2/10</td>
<td>4. Neural Mechanisms: Contributions and Control</td>
<td>a. Quiz 4</td>
<td>b. Read Chapter 5</td>
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<td>6/2/17</td>
<td>5. Stages of Learning; Research proposal abstract including title, introduction, purpose, and methodology including setting, subjects, variables, data collection instrument and procedure for collection</td>
<td>a. Quiz 5</td>
<td>b. Read Chapter 6</td>
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<td>7/2/24</td>
<td>6. The Learner: Pre-Instruction Considerations</td>
<td>a. Quiz 6</td>
<td>b. MID-TERM EXAM on 3/3</td>
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<td>8/3/3</td>
<td>MID-TERM EXAM</td>
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<td>3/9-13</td>
<td>Spring Break</td>
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<td>9/3/17</td>
<td>7. Skill Presentation</td>
<td>a. Quiz 7</td>
<td>b. Read Chapter 8</td>
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<td>12/4/7</td>
<td>10. Diagnosing Errors / Panel Discussion</td>
<td>Group Project updates</td>
<td>a. Quiz 10</td>
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<td>b. Read Chapter 11</td>
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University Policies (http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf)

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.

**Class Attendance**
Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work. The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

**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.
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.