2015 FALL
Course Title: Human Motor Control and Learning
Course Number: KINE 3331.001
Credits: 3 Hrs
Days/Hours of Class: Wednesday 2:30-3:50 pm | Room: HPC 3055

Instructor Information
Mauricio Nunez M.S, Adjunct Professor
Office Room: TBD
Phone: 903.566.7042
Email Address: mnunez@uttyler.edu
Emergency Number: 903.566.7031 (Sarah Cowan)
Office Hours: 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 clinical setting. Co-requisite: KINE 3132

Student Learning Outcomes: At the completion of this course the student will be:
1. Able to identify/discuss the major concepts related to information processing, attention, motor programs, neural mechanisms, and constraints of motor control.
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/explain the methods used for developing and implementing a motor learning project.
7. Able to incorporate technology to demonstrate knowledge related to the field.
8. Able to effectively collaborate with others to accomplish assigned tasks.

About This Syllabus
Although this syllabus is intended to provide important information and framework throughout the semester, it is subject to change dynamically to best fit the needs of the class and should not be considered as a “contract.”
Communication
Please feel free to contact me throughout the semester by email or phone.
1. When communicating via emails, please do so professionally and formally.
2. Every email you send to me related to the course should have “KINE 3331-060” in the subject line.
3. Please note that I may not reply to email on weekends (Friday late afternoon until Monday morning).
4. **Students are required to use their Patriot email accounts for course work.** It is essential that you check your Patriot account on a daily basis.

Methods of Instruction:
Student learning experiences to include but not limited to: a) lectures with related discussion encouraged, b) online engagement via blackboard through audio lectures, PowerPoint’s, YouTube, blogs, journals, wikis and discussion board, c) virtual classroom demonstrations, d) problem solving situations and laboratory experiences individually and in groups, e) observation and analysis of motor learning and performance, f) reading designated textbook and supplementary material upon assignment.

Course Calendar
This semester officially begins on Monday, Aug 24th and ends on Friday, Dec 11th. The Announcements area on Blackboard presents a week-by-week schedule of reading and other tasks, as well as reminders of deadlines. You should refer to this schedule frequently throughout the course.

Course Outline
- This is **NOT** a self-paced course. Assigned discussions, quizzes, exams and the like will follow a schedule spread over the semester (similar to a class in the traditional format). There will be set deadlines by which you must complete assignments and tasks. There will be no “makeups” if you miss an assignment.

- You will have access to all course materials including exams, 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.

- 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
Your class participation is an essential component of this course. To do well in the course, you must participate regularly and insightfully in the discussions. Participation in discussions is required in order for you to receive points toward your course grade. More information related to 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). 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. Be sure to submit each completed assignment according to that assignment's instructions.

Exams and Quizzes
2 exams and 10 quizzes will be taken. All exams will be in class.

Time Requirements
In general, you should expect to spend a similar amount of time completing the requirements of this course as you would spend on the same course taught in the traditional classroom format.

- Due to the fast-paced nature of summer sessions, it is critical that you do not fall behind!
- As a rough guide, you should spend about 9 hours per week (3 hours directly in class activities and assignments, and 6 hours indirectly studying the text and researching)!
- The course is set up so the schedule is relatively tight with rigorous expectations. Therefore, it is advisable to work ahead on lecture viewing, readings, assignments, the term projects and the like.

Course Expectations:
1) Participate and complete all assignments and learning tasks.
2) 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.

NOTE SEMESTER KEY DATES:
1. August 24th – Classes begin
2. October 26th – Last day to withdraw
3. December 8th 12th – Final exams
4. December 15th – Final grades submitted
Grading

1. Discussions, Projects, & Activities Participation – 300 pts
   - Quizzes – 200 pts (20 pts each)
   - Midterm Exam -200 pts
   - Final Exam – 300 pts
   **Total Possible Points – 1,000 pts**

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

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

University Policies (http://www.utt Tyler.edu/academicaffairs/syllabus policies.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.

**Approved Student Absences**

On those occasions when it may be necessary for students to miss a regularly scheduled class work 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. 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.
## Course Schedule

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>F2F lectures</th>
<th>Corresponding assignments to be completed by the end of this week</th>
<th>Activities / Discussion</th>
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<tbody>
<tr>
<td>1.8/24</td>
<td>Introduction, syllabus review and classroom policies and expectations; group formation ideas and projects</td>
<td>a. Introduction and discussion course outline and projects. Read Chapter 1</td>
<td>Discussion: Self-introduction capturing who you are, interests, hobbies, and academic level</td>
</tr>
</tbody>
</table>
| 2.8/31     | 1. Introduction to Motor Learning and Control Lecture; Introduction to project 1 | a. Read Chapter 2  
b. Quiz 1 | Reflection on chapter 1, discussion on chapter 1 |
| 3.9/7      | 2. Understanding Movement Preparation; Research topic ideas a. Read Chapter 3  
b. Quiz 2  
c. Group studies and tasks | a. Read Chapter 3  
b. Quiz 2  
c. Group studies and tasks | Discussion: Make a post on what factors account for elite sports performance |
| 4.9/14     | 3. 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 | a. Read Chapter 4  
b. Quiz 3  
c. Quiz 4 | Reflection on chapters 2 and 3 |
b. Quiz 4 | 5. Discussion: Identify one outstanding/International Athlete, research on him/her, and write a short profile of the person including background, how they became successful and accomplishments. |
| 6.9/28     | 5. Stages of Learning | a. Read Chapter 6  
b. Quiz 5 | 6. Reflection on chapters 4 and 5 |
| 7.10/5     | 6. The Learner: Pre-Instruction Considerations | a. Read Chapter 7  
b. Quiz 6 | 7. Discussion: Discuss the changing roles of a coach as an athlete progresses from the cognitive stage of skill learning to the advanced/automatic stage |
| 8.10/12    | 7. Skill Presentation | a. Quiz 7  
b. MID-TERM EXAM on 10/19 | 8. Reflection on chapters 6 and 7 |
| 9.10/19    | MID-TERM EXAM | a. Read Chapter 8 | |
| 10.10/26   | 8. Principles of Practice Design | a. Read Chapter 9  
b. Quiz 8 | 9. Discussion on making effective and exciting practice/training sessions |
| 11.11/02   | 9. Practice Schedules | a. Read Chapter 10  
b. Quiz 9 | 10. Reflection on chapters 8 and 9 |
| 12.11/09   | Project Discussion | Present project: Topic TBD | 11. Discussion: For effective learning and instructing, you need to know your own favorite style of learning! |
| 13.11/16   | 10. Diagnosing Errors | a. Read Chapter 11  
b. Quiz 10 | 12. Reflection on chapter 10 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.12/07</td>
<td>Final Exam</td>
<td>(Comprehensive Chapters 1-11)</td>
</tr>
</tbody>
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