# Auburn University

# College of Education

# School of Kinesiology

# Course Syllabus

# Syllabus for KINE 3650-D02 (Fall 2024)

### Course Information

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| Term: | Fall 2024  |
| Instructor: | Kathryn Riis  |
| Office: | KINE 140 |
| E-mail: | kdr0016@auburn.edu |
| Office hours: | Tuesdays 12:15-1:15 or by appointment |
| Class Zoom Link:  | https://auburn.zoom.us/j/81349451331?pwd=gA9qIQpcBU4ijHtMnlUUrhbi0zbvAr.1 |
| Zoom Password: | D02 |

## Course Description

This course examines the behavioral, physiological, and psychological principles underlying motor control and motor learning. Specific topics include classifications and measurement of motor performance; the role and function of sensory processes, perception, memory, and attention; and the delivery of feedback and structure of practice.

## Objectives

After successfully completing this course, you should be able to do the following:

* Understand the theoretical approaches that drive motor control and learning research.
* Describe and explain the principles and processes underlying skilled performance.
* Know the ways in which the human motor system supports the acquisition and retention of complex movement skills.
* Understand how instructional situations can be varied in order to better achieve maximum performance and retention of taught skills.

## Required Text

Schmidt, R.A., & Lee, T.D. (2020). *Motor Learning and Performance: From Principles to Application, Sixth Edition*. Champaign, IL: Human Kinetics.

## Evaluation

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| --- | --- |
| Quizzes  | 30% |
| Exams (3) | 60% |
| Participation (includes laboratory exercises) | 10% |
| Total | 100% |

* The best 10 of 11 chapter quizzes will be used to calculate the final grade for quizzes (3% each).
* Material to be examined in exam 1 will include lectures and required readings for chapters 1 – 3 (20% of Grade).
* Material to be examined in exam 2 will include lectures and required readings for chapters 4 – 7 (20% of Grade).
* Material to be examined in exam 3 will include lectures and required readings for chapters 8 – 11 (20% of Grade).
* Participation includes participating in class discussion and activities (10 % of Grade).

**Grading Scale:**

A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60%

F = Below 60%

## Schedule

This schedule is tentative and may be modified at my discretion. Additional reading may be assigned for specific topics.

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| --- | --- | --- |
| **Date** | **Activities** | **Readings** |
| Week 18/19 – 8/23 | In class: Introduction to motor learning and performance | Chapter 1 |
| Week 28/26 – 8/30  | In class: Processing information and making decisionsChapter 1 Quiz Due 8/26 | Chapter 2 |
| Week 39/2 – 9/6 | In class: Attention and performanceChapter 2 Quiz Due 9/4 | Chapter 3 |
| Week 49/9 – 9/13 | In Class: Review, Activities, and Exam 1Chapter 3 Quiz Due 9/9**Exam 1 (Chapters 1 – 3) Due 9/12** |  |
| Week 59/16 – 9/20 | In class: Sensory contributions to skilled performance | Chapter 4 |
| Week 69/23 – 9/27 | In class: Motor programsChapter 4 Quiz Due 9/23 | Chapter 5 |
| Week 79/30 – 10/4 | In class: Principles of speed, accuracy, and coordinationChapter 5 Quiz Due 9/30 | Chapters 6  |
| Week 810/7-10/11 | In class: Performance of complex movementsThursday 10/10: No Class, Fall BreakChapter 6 Quiz Due 10/7 | Chapter 7 |
| Week 9 10/14 – 10/18 | In class: Performance of complex movements. Review and Activities.Chapter 7 Quiz Due 10/16 | Chapter 7  |
| Week 10 10/21-10/25 | **Exam 2 (chapters 4 to 7) Due 10/22**In class: Introduction to motor learning | Chapter 8 |
| Week 1110/28-11/1 | In class: Introduction to motor learning and the motor learning processChapter 8 Quiz Due 10/30 | Chapter 8 and Chapter 9  |
| Week 1211/4 – 11/8 | In class: The motor learning process and organizing and scheduling practiceChapter 9 Quiz Due 11/6 | Chapter 9 and Chapter 10 |
| Week 1311/11-11/15 | In class: Organizing and scheduling practice and augmented feedbackChapter 10 Quiz Due 11/13 | Chapter 10 and Chapter 11 |
| Week 1411/18-11/22 | In class: Augmented feedback, review, and activity. Chapter 11 Quiz Due 11/20 | Chapter 11 |
| Week 1511/25-11/29 | Thanksgiving Break, No Class | None |
| Week 1612/2 - 12/6 | In class: Review | None |
| Scheduled exam  | **Exam 3 (Chapters 8 to 11)** |  |

**Class Policy Statements:**

Participation: Students are expected to participate in all class discussions. It is the student’s responsibility to contact the instructor if concepts and materials need further explanation.

Attendance/Absences: Attendance is required at each class meeting. If an exam or quiz is missed, a make-up exam will be given only for University-approved excuses as outlined in the Student Policy e-Handbook. Arrangement to take the make-up exam or quiz must be made in advance. Students who miss an exam or quiz because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Late Policy: Attendance will be taken at all class meetings. Students joining the Zoom class 8 minutes or more after the scheduled 11am CDT start time will be marked as late. Late attendance will result in a deduction from your participation grade.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Appropriate documentation for all excused absences is required. Please refer to the Auburn University Student Policy [eHandbook](https://conduct.auburn.edu/policies-resources/) for more information on excused absences.

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum will be made to your syllabus and/or course assignments will replace the original material.

Inclement Weather: In case of inclement weather, check your Auburn email account for

alternative class location and/or assignments.

Email: Tigermail is the official means of communication for Auburn University. The instructor will communicate with the class through Tigermail regularly. You will be responsible to obtain this information and should check your Tigermail account frequently. Please allow 24 hours of response time for the instructor during weekdays.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Questions/Help: Students are encouraged to ask questions and seek extra help on a regular basis.

Honesty Code: The University Academic Honesty Code and the Student Policy e-Handbook Rules and Regulations pertaining to cheating will apply to this course.

AI Policy: In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices
• Contribute to collaborative learning communities
• Demonstrate a commitment to diversity
• Model and nurture intellectual vitality

Classroom Policies:

* Recording lectures: Lectures may be recorded for the use of students in this class only.
* Permission must be obtained from the instructor prior to recording any class lectures.
* All electronic devices must be turned off during classroom or laboratory periods, with the exception of laptops, which may be used for note taking only. No phones or text messaging during class is allowed. All phones and electronic devices must be put away prior to the start of class.
* Students are expected to arrive to class on time. Likewise, classes will end promptly at the scheduled time.
* Students are expected to come to class having completed the reading and prepared to discuss them.

LockDown Browser (Respondus) for Online Exams:

This course requires the use of LockDown Browser for online exams. LockDown Browser is a specialized web browser that secures the testing environment within Canvas. When using LockDown Browser, you will not be able to:

* Print, copy, or capture screen content.
* Navigate to other websites or access other applications on your computer.
* Use instant messaging, screen sharing, or other communication tools.
* Minimize or close the browser until the exam is submitted for grading.

Once the exam begins, you are locked into the exam and cannot exit until you have submitted your work. If an emergency or technical issue requires you to exit the exam before completing it, you must provide a reason for doing so. After the exam is submitted, LockDown Browser will close, and your computer will return to its normal state.

Please ensure that you have a stable internet connection and a quiet environment before starting your exam. If you encounter any issues, contact the instructor immediately.

Personal Note from Instructor:

If you are totally overwhelmed by the stresses of your semester and feel like you just can’t handle the pressure, please contact me or someone at “Auburn Cares”. I truly care for your wellbeing and am committed to your academic and personal success. <http://www.auburn.edu/auburncares>

**This syllabus is a working document; the instructor reserves the right to modify or alter the**

**syllabus throughout the semester.**