

**AUBURN UNIVERSITY  
SCHOOL OF KINESIOLOGY  
KINE 3650 SPRING 2014  
MOTOR LEARNING AND PERFORMANCE  
Credit Hours: 4 semester hours (Lecture: 3, Lab: 2)**

<u>Day/Time</u>	<u>Room</u>
<b>LECTURE:</b> Tue. & Thur., 9:30 – 10:45am	<b>LECTURE:</b> Student ACT Room 206
<b>LAB:</b> Section 001 – Tue., 1:00 – 2:50pm	<b>LAB:</b> Kinesiology Building Room 231
<b>LAB:</b> Section 003 – Tue., 3:00 – 4:50pm	

**Instructor:** Maurice M. Godwin, M.Ed.

**Contact Information:** [mmg0025@auburn.edu](mailto:mmg0025@auburn.edu)

**Office Location:** Kinesiology Building, Room 129

**Office Hours:** Wednesdays, 1:30 – 4:30pm (other times by appointment)

**Textbook (Required):** Magill, R. A., & Anderson, D. I. (2014). *Motor Learning and Control: Concepts and Applications (10<sup>th</sup> ed.)*. McGraw-Hill.

**Canvas:**

Canvas™ is an online learning management system devised to aid students and teachers in education. It will be used in this course to access course materials. Please become familiar with Canvas as it will be of great importance to your success in this course. <https://auburn.instructure.com>

**Course Description:**

Study of the processes that influence motor skill learning and performance from a behavioral level of analysis. Addresses the question of how humans learn and control simple and complex movement skills. Understanding the basic psychological processes in learning and control of movement will help teachers and coaches provide better instruction and practice for the motor skills performer.

**Course Objectives**

Upon completion of this course, students will understand:

1. The characteristics and measurement of motor skills;
2. Theoretical aspects of how the nervous system controls coordinated movement and learning, and limitations built into the system;
3. How a variety of instructional and practice conditions influence the acquisition of motor skills;
4. How individual differences among learners influence motor skill acquisition and performance.

**Course Lecture Format:**

This course will be a bit non-traditional. Although it is three hours of “lecture,” my goal as instructor is to present the curriculum of Motor Learning and Performance in ways that promote further interest and investigation. In doing so, the class will consist of multiple formats of information dissemination and student evaluation:

**Traditional Lecture:**

Most of the classes will consist of a brief lecture from the most recent assigned reading. It is expected that students remain attentive during the lecture, as quizzes, exams, and other modes of evaluation may be based on the lecture. Also, it is expected that students come to class prepared, having read the textbook chapter on the Course Schedule.

**Guest Lecture:**

Based on availability, there will be guest lecturers who will share their expertise with the class. It is expected that students remain attentive especially during these lectures, since these individuals are sacrificing valuable time. Quizzes, exams, and other modes of evaluation may be based on these lectures as well.

**Class Discussions:**

Most class periods will consist of a discussion period. Students will be posed questions based on the assigned readings, as well as other topics related to the course (current events in news and sports, trending topics in science, etc.). Extra credit will be awarded to students who participate in class discussions with meaningful contributions.

**Online Discussions:**

There will be periodic discussions for students to participate in on Canvas. Posting your thoughts in these discussions threads is optional, but there will be extra credit awarded to those who post thoughtful comments. Extra credit will be awarded subjectively by the instructor, and will not go by a set rubric. A healthy exchange/debate of ideas is strongly encouraged.

**Spontaneous Debates:**

There will be random debates where students will be asked to take a stance on a controversial topic and defend it. Participation is optional, but extra credit will be awarded to those who participate.

**Study Guides:**

Students will be provided with study guides to assist them with their preparation for exams. Students will need to use information from the class lectures and the textbook to complete the study guides. No credit will be given for completion of the guides, and completion is optional.

**Review Days:**

The lecture day immediately before an Exam day will be a Review Day. Interactive activities to help reinforce exam material will be implemented to facilitate student success on the upcoming exam.

**Quizzes:**

Periodically, students will be quizzed on material from the most recent lecture and assigned reading. Quizzes may also be comprehensive – containing information from previous chapters and lectures – promoting the retention of important Motor Learning and Performance themes. Quiz grades will be factored into the Exam score as bonus points.

**Exams:**

There are four exams scheduled for this course. No extraneous materials will be allowed during the exams. Exams two (Midterm), three, and four (Final) are all comprehensive, and students are expected to recall information from previous units.

**Feedback Opportunities:**

Students will have the opportunity to share their opinion of the course lab and lecture via anonymous surveys throughout the semester. It is important to the instructor that each student feels they are given the best opportunity to learn effectively.

**Other appropriate methods of instruction and evaluation will be utilized as necessary.**

**Course Lab Format:**

The lab experiences of the course will vary. Some lab meetings will consist of replicating (as closely as possible) classic studies that have been done in the field of Motor Learning and Performance. Other lab meetings will consist of conducting new experiments to test theories presented in the textbook. Lastly, another goal of this course is to expose students to APA Style writing. Consequently, the remaining lab meetings will focus on the acquisition of APA Style writing techniques. Lab reports must be written in APA Style, and students will also gain experience citing sources in APA Style.

### Course Tentative Schedule:

Students are to have read the specified chapters by the dates below. Exam dates are tentative and subject to change at the discretion of the instructor. Advanced notice will be given if there are any changes to the following schedule.

January 9	ORIENTATION	March 4	Chapter 11
January 14	Chapter 1	March 6	Chapter 12
January 16	Chapter 2	<b>March 8-16</b>	<b>SPRING BREAK</b>
January 21	Chapter 3	March 18	Chapter 13
January 23	Chapter 4	March 20	Chapter 14
January 28	Chapter 5	March 25	Chapter 15
January 30	Exam Review	March 27	Exam Review
February 4	Exam 1	April 1	Exam 3
February 6	Chapter 6	April 3	Chapter 16
February 11	Chapter 7	April 8	Chapter 17
February 13	Chapter 8	April 10	Chapter 18
February 18	Chapter 9	April 15	Chapter 19
February 20	Chapter 10	April 17	Mandatory Review
February 25	Exam Review	April 22	Optional Review
February 27	Exam 2 (Midterm)	April 24	Exam 4 (Final)
		April 30	Exam 4 Make-up

The schedule for the Course Lab will vary based on equipment availability, facility ability, and other factors. The Course Lab schedule will be updated on Canvas up to three weeks in advance.

### Grade Breakdown:

Lecture Exams	60% of final grade
Exam 1	10% of grade
Exam 2 (Midterm)	13% of grade
Exam 3	17% of grade
Exam 4 (Final)	20% of grade
Lab Assignments	20% of final grade
Lab Final Exam	20% of final grade

**Please do not ask for extra credit or other bonus points outside of what will already be offered.**

**Class Policies:****Student Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Cell Phone/Computer Usage:**

You won't need them in this class. Please turn them off and leave them in your bag.

**Attendance Policy:**

Come to class. Each unexcused absence from lecture or lab will result in 3 percentage points off your final grade (as in going from a 92% A in the class to an 89% B). Arriving more than 15 minutes late will result in an unexcused absence and grade reduction.

**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. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Academic Honesty Policy:**

All portions of the Auburn University student Academic Honesty Code (Title 1.1) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Course contingency:**

If normal class and/or lab activities are disrupted due to instructor 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 to your syllabus and/or course assignments will replace the original materials.