PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

HUMAN MOTOR BEHAVIOR
PHED 2900

Class Hours: 3.0
Credit Hours: 3.0
Laboratory Hours: 0.0
Date Revised: Spring 01

Catalog Course Description:

Theories and principles explaining motor behavior; psychological factors related to and/or affecting motor skill acquisition and performance.

Entry Level Standards:

Students must be able to read at the college level.

Prerequisites:

None

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview; Syllabus; Chapter 1 (Introduction to Motor Skills); Concept 1.1; Concept 1.2</td>
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<tr>
<td>2</td>
<td>Chapter 2 (The Control of Coordinated Movement); Concept 2.1; Concept 2.2</td>
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<tr>
<td>3</td>
<td>Lab #1 (Continued); Concept 2.3</td>
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<tr>
<td>4</td>
<td>Review for Test One; Test #1 on Chapters 1 and 2; Chapter 3: (Motor Control Preparation and Attention); Concept 3.1 and Concept 3.2</td>
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<tr>
<td>5</td>
<td>Concept 3.3; Chapter 4: &quot;Introduction to Motor Skill Learning); Concept 4.1; Concept 4.2</td>
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<tr>
<td>6</td>
<td>Concept 4.3; Lab #1 Acquisition of Skill; Review, Chapters 3 and 4</td>
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<td>7</td>
<td>Test #2 on Chapters 3 and 4; Chapter 5: (Instruction and Augmented Feedback); Concept 5.1; Concept 5.2</td>
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<tr>
<td>8</td>
<td>Concept 5.3; Concept 5.4; Chapter 6 (Practice Conditions); Concept 6.1; Concept 6.2</td>
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<tr>
<td>9</td>
<td>Lab #2 Speed and Accuracy; Concept 6.3; Concept 6.4</td>
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<td>10</td>
<td>Lab #3 The Spacing of Practice: Massed vs. Distributed; Concept 6.5</td>
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<tr>
<td>11</td>
<td>Lab #4 Effect of KR on Performance; Review Chapters 5 and 6; Test #3 on Chapters</td>
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II. Course Objectives*:

A. Develop an understanding of the theoretical principles and concepts of learning motor skills. I.5

B. Understand how motor learning principles and concepts are incorporated into the teaching and learning of physical skills. I.5

C. Understand the physical and psychological processes involved in learning motor skills. I.5

D. Learn how to introduce, practice, and retain motor skills. I.5, II.1, II.2

E. Apply the concepts of motor learning. II.1, II.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Listen to and participate in lectures and discussions regarding factual information relevant to motor behavior and motor learning. Communication Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome

2. Read and demonstrate knowledge of the concepts of motor learning/behavior. Communication Outcome, Information Literacy Outcome

3. Analyze and evaluate information about motor learning/behavior. Problem Solving and Decision Making Outcome, Information Literacy Outcome, Active Learning Strategy

4. Use critical thinking skills to evaluate motor learning research and its applications to skill teaching and learning. Problem Solving and decision Making Outcome, Information Literacy Outcome, Transitional Strategy

5. Access the Internet and electronic libraries for research on selected topics. Technological Literacy Outcome, Information Literacy Outcome

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Define the term motor skill. A, E

2. Understand the classifications of motor learning skills. A, C, E

3. Demonstrate knowledge of the theoretical basis of learning motor skills. A, B, C, D, E

4. Understand the various ways to measure motor skill performance. B, D, E
5. Demonstrate knowledge of the terms: controlled movement, coordinated movement, and voluntary movement. A
6. Discuss the theories about how we control coordinated movement. A, B, C, E
7. Discuss the open- and controlled-loop control systems. A, B, C, E
8. Discuss the generalized motor program. A, B, C, E
9. Discuss Schmidt’s schema theory. A, E
10. Discuss the dynamical systems theory. A, E
11. Understand and discuss the role of proprioception and vision as important elements of motor control theories. A, C, E
12. Discuss Fitt’s Law. A, B, C, E
14. Understand the human body’s ability to process and select meaningful information. A, D, E
15. Demonstrate an understanding of the structure of memory as it relates to the retention of information. A, B, C, D, E
16. Demonstrate the ability to observe performance and make assessment as to whether or not the student/patient has learned the skill being taught. B, D
17. Draw and discuss the performance curves. A, B, C, E
18. Discuss the stages of skill learning. A, B, C, D, E
19. Understand and discuss the concepts involved in the transfer of learning. A, B, C, D, E
20. Define and discuss modeling. A, B, C, D, E
21. Demonstrate the knowledge of how to choose the most effective method of teaching a motor skill. D
22. Define and discuss feedback. A, B, C, D, E
23. Define and discuss knowledge of results. A, B, C, D, E
24. Define and discuss augmented feedback. A, B, C, D, E
25. Describe variability of practice and its importance. A, B, C, D, E
26. Discuss the distribution of practice in both the learning, retention, and performance of motor skills. A, B, C, D, E
27. Demonstrate knowledge and understanding of the amount of practice most beneficial to learning a motor skill. D
28. Discuss the whole or part theories of skill teaching. A, B, C, D, E
29. Discuss mental practice and its effectiveness. A, B, C, D, E
30. Discuss ability differences and the learning of a motor skill. A, B, C, E
31. Identify different motor abilities and use this knowledge to predict success of the learner. A, E
32. Know the importance of individual differences as they relate to the acquisition of motor
skills. A, D, E

33. Demonstrate an understanding of the role that motivation plays in the acquisition and retention of motor skills. D

34. Write a report on a selected topic in the field of motor learning/behavior. A, B, C, D, E

35. Give an oral report on a selected topic form the field of motor learning/behavior. A, B, C, D, E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 50% of grade

   Four non-cumulative tests

B. Laboratory Expectations: 30% of grade

   Class Labs: Five labs

C. Field Work: 10% of grade

   Article Review: One article review with written and oral presentation 10%

D. Other Evaluation Methods: 10% of grade

   Attendance and Participation:
   After three absences, 4 points will be subtracted from the final average for each subsequent absence. Students with 10 or more absences will not pass the course. Students who fail to participate in assigned activities will be counted as absent.

E. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 -100 points</td>
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<tr>
<td>B+</td>
<td>92 - 88 points</td>
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<tr>
<td>B</td>
<td>87 - 83 points</td>
</tr>
<tr>
<td>C+</td>
<td>82 - 78 points</td>
</tr>
<tr>
<td>C</td>
<td>77 - 73 points</td>
</tr>
<tr>
<td>D+</td>
<td>72 - 68 points</td>
</tr>
<tr>
<td>D</td>
<td>67 - 62 points</td>
</tr>
<tr>
<td>F</td>
<td>61 and below points</td>
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VI. Policies:

A. Attendance Policy:

   Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meeting in order to receive credit for the course. Individual department/programs/disciplines, with the approval to the vice president to Academic and Student Affairs, may have requirements that are more stringent.

B. Other Policies:

   Make-up policy:
   After one week, students will not be allowed to make-up written examinations.

   Tardiness/Late Policy:
   Students are expected to be on time for class. Students late for class will have points deducted from their participation total. Ten minutes late will result in a tardy. Three tardies equal an
absence. Twenty minutes late will result in an absence.