

PELLISSIPPI STATE 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:

Magill, Richard A., *Motor Learning: Concepts and Applications*, 5th ed. Wm. C. Brown Publishers, Dubuque, IA; 1998.

I. Week/Unit/Topic Basis:

Week	Topic
1	Course Overview; Syllabus; Chapter 1 (Introduction to Motor Skills); Concept 1.1; Concept 1.2
2	Chapter 2 (The Control of Coordinated Movement); Concept 2.1; Concept 2.2
3	Lab #1 (Continued); Concept 2.3
4	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
5	Concept 3.3; Chapter 4: "Introduction to Motor Skill Learning); Concept 4.1; Concept 4.2
6	Concept 4.3; Lab #1 Acquisition of Skill; Review, Chapters 3 and 4
7	Test #2 on Chapters 3 and 4; Chapter 5: (Instruction and Augmented Feedback); Concept 5.1; Concept 5.2
8	Concept 5.3; Concept 5.4; Chapter 6 (Practice Conditions); Concept 6.1; Concept 6.2
9	Lab #2 Speed and Accuracy; Concept 6.3; Concept 6.4

- 10 Lab #3 The Spacing of Practice: Massed vs. Distributed : Concept 6.5
- 11 Lab #4 Effect of KR on Performance; Review Chapters 5 and 6; Test #3 on Chapters 5 and 6
- 12 Chapter 7 (Abilities); Concept 7.1; Concept 7.2
- 13 Review Chapter 7; Test #4 on Chapter
- 14 Lab #5; Goal Setting
- 15 Report on Articles
- 16 Final Exam Period; Finish Articles; Wrap-up any Loose Ends

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 States 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
13. Understand and discuss movement preparation. A, B, C, D, 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 from 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:

- A 93 -100 points
- B+ 92 - 88 points
- B 87 - 83 points
- C+ 82 - 78 points
- C 77 - 73 points
- D+ 72 - 68 points
- D 67 - 62 points
- F 61 and below points

VI. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.

D. 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.