

**San José State University
Department of Kinesiology
Kin 166, Motor Learning**

Course and Contact Information

Instructor:	Emily H. Wughalter, Ed.D.
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Office Hours:	Monday 3:00-4:00 pm ; Thursday 11:00-12:00 pm; hours arranged
Class Days/Time:	Lecture Section 1, Tuesday and Thursday 12:00-12:50 pm Lab Section 2, Tuesday 1:00-2:50 pm Lab Section 3, Thursday 1:00-2:50 Lab Section 4, Thursday 3:00-4:50
Classroom:	Lecture is in SPX 160 and Lab is in SPX 172
Prerequisites:	Biol 66
Course Fees:	(Delete this row if not applicable)

Canvas and MYSJSU Messaging (Optional)

Course materials such as the course syllabus and major assignment handouts can be found on Canvas, the content management system we use at SJSU. From the SJSU home page you can easily find the Canvas entry page. Your SJSU ID # and password will work with this account. This is called your SJSUOne Account. Upon arrival on your Canvas home page, change the settings so that your Canvas e-mail is forwarded to your regularly used e-mail account. Announcements will be posted on Canvas and should be checked on a regular basis; students may choose an option to be alerted that announcements have been made. Moreover, be sure to regularly check your MySJSU messaging system (or other communication system as indicated by your instructors).

Course Description

This course covers: concepts, principles, and theories of motor learning applied to movement and physical activity. The purpose of motor learning is to introduce students to information on human learning, remembering, and performing of motor skills.

Kinesiology Program Learning Outcomes

Students will:

(PLO 1) Obtain a critical understanding and the ability to apply theoretical and scientific knowledge from kinesiology for personal fitness, healthy lifestyles, sport, teaching, and/or therapeutic rehabilitation.

Specifically, this objective will be met through the development of an essay that integrates primary and scholarly source materials and provides a deeper understanding of how information is processed and how processing affects learning, remembering, and performing of motor skills. Critical analyses and recognition of ideas are required to understand the literature. You will learn to apply critical disciplinary perspectives while using a multidisciplinary approach. In addition, three exams will include multiple choice items and essay items to test recognition and recall of specific theoretical and scientific knowledge.

(PLO2) Learn to effectively communicate, in written and verbal form, the essential theories, scientific application, and ethical considerations related to kinesiology.

Specifically, the at home essay provides a specific kind of scholarly writing assignment that represents written communication. Moreover, you will demonstrate your effectiveness in communication in an oral presentation with your lab team to be delivered at the end of the semester in your lab class. Each team presentation must include some technology (e.g., PowerPoint) for its production, a medium representing an additional communication form.

(PLO3) Develop ideas from a kinesiology perspective on movement competence by understanding different movement forms.

Specifically, when you submit your *Motor Learning Lab Portfolio* at the end of the semester you will have developed an understanding of moving bodies and their environments and the relevant theories and perspectives from motor learning. Each week in this laboratory you will explore behavioral processes and collect data to explore well known hypotheses in motor learning. Examples include hypotheses such as contextual interference and short term memory.

(PLO4) Understand sustainable approaches as they relate to the field of kinesiology.

Specifically, you will have an item your first exam about how economy of caloric expenditure is related to efficiency of human movement. Further, you will learn about how efficiency of movement contributes to quality of life. Your understanding and articulation about movement and physical activity may have an impact the quality of life for individuals and for society.

(PLO5) To understand social justice and equity issues related to movement, fitness, and sport opportunities for various populations by studying kinesiology.

Specifically, you will have an item on the final exam that requires an understanding of how social justice and equity issues relate to all that we do in best practice of kinesiology. For example, when understanding the literature an unbiased perspective must be applied.

Required Texts/Readings

Schmidt, R.A., & Lee, T.D. (2014). *Motor Learning and Performance: From Principles to Application* (5th ed.). Champaign, IL: Human Kinetics.

Other equipment / material requirements

The basis for the *Motor Learning Lab Portfolio* is available on the Modules page on Canvas; access to a print or electronic copy is required while in laboratory.

Library Liaison

Emily Chan is our library liaison. She can be reached at: Emily.Chan@sjsu.edu or by phone (408) 808-2044.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class,

participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Student Activity	Points for Assignment	Points Earned
Exam 1*	15	
Exam 2*	15	
Final Exam*	25	
Take Home Essay (includes preparation in lab class)	10	
Laboratory Grade (includes <i>Motor Learning Lab Portfolio</i> and presentation of team project***)	30	
Pop Quizzes****	5	
Total Points	100 points	

All exams must be taken and all assignments must be accepted for a final grade to be assigned. Passing grades will not be assigned when tests or assignments are missing.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Exams* will include content discussed in class and in the assigned readings; also, information from the motor learning laboratories will be included. All exams consist of multiple choice and essay items. Exams 1 and 2 are constructed to test short term information, while the final examination is comprehensive. The first two exams will be administered during the time of the regularly scheduled 50 minute lecture class. The final examination also an in class exam is scheduled by the university schedule of classes for Friday, December 11 from 0945-1200.

***One at home essay* will be assigned in class to be completed in combination in lab and at home. The essay should be supported by a **minimum of three articles** from the primary and scholarly motor behavior literature. Late essays (see Course Calendar for dates) will only be accepted if serious and compelling reasons exist. The short essay must be prepared electronically through some acceptable text editor, or it will not be accepted. In the essay you will be required to make application of the knowledge gained to your emphasis of study, e.g., adapted physical education, teaching physical education, movement science, or athletic training. For example, a student in adapted physical education might examine how certain tasks can be redesigned or shifted according to Gentile’s taxonomy to adapt performance for a person with a disability; an athletic trainer might discuss the progression of reacquainting a client with skills according to Gentile’s work; a physical education teacher might define how to schedule of practice shifted by special needs and abilities; a strength and conditioning trainer might consider within the order of muscular choices how might feedback be provided to maximize the performance of a client’s skills. The essay will be submitted electronically on the date assigned by clicking on the appropriate link on the Assignments Page of Canvas for our class.

*** *An electronic Motor Learning Lab Portfolio is required at the end of the semester.* You are expected to participate regularly in laboratories on the day assigned by the schedule of classes. Lab reports are assigned each week but shall be accumulated in the Motor Learning Lab Portfolio and submitted at the end of the semester. Lab Portfolios are due in Canvas by Tuesday, December 8 at 11:59pm. Late

portfolios will not be accepted except if serious and compelling reasons exist. Within the lab assignments, each student will be assigned a lab team that will be responsible for creatively and orally presenting a topic assigned by the professor. Technology is required. Teams will be assigned and students will use Google Docs to communicate about the team assignment. A draft rubric is available at the end of the Motor Learning Lab Portfolio.

****Seven *pop quizzes* in total will be given in class and on-line. In class pop quizzes will *not* be announced. Make up quizzes will not be given. Students must arrive in class on time to take an in class pop quiz when it is given. On-line pop quizzes will be discussion threads that query responses from students. They will be announced in class and through Canvas. Two quizzes may be missed for a maximum of 5 points awarded for these pop quizzes.

No exceptions will be made from taking exams or from submitting required materials on the assigned test dates and times, except for serious and compelling reasons.

Grading Policy

This course must be passed with a C- or better as a Kinesiology major requirement.

Grade Calculator	
Points Earned	Grade Assigned
99-100	A+
93-98.99	A
90-92.99	A-
88-89.99	B+
84-87.99	B
80-83.99	B-
78-79.99	C+
74-77.99	C
70-73.99	C-
68-69.99	D+
64-67.99	D
60-63.99	D-
↓ 59.99	F

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Students are expected to be courteous during class. Any student engaging in disruptive behavior will be asked to leave. This includes regularly arriving more than 10 minutes late to lecture and lab classes. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Please silence your phone. If you are caught using a phone for unrelated activities (even silently, e.g., texting), you may be asked to leave the classroom.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to

become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Kin 166/ Motor Learning Lecture, Fall 2015 Course Schedule

Course Schedule

Assignments and readings are due on the day assigned according to this calendar. Any changes will be reflected on updated versions of this calendar and made available through Canvas. Changes will be determined by class discussion.

Date	Topics	Assignments
August 20	Introduction to motor learning	
August 25	Motor learning in the field of kinesiology; principles and applications	Chapter 8
August 27	Introduction to skill classification systems	Chapter 1
September 1	Gentile's taxonomy of motor skills	
September 3	Gentile's taxonomy of motor skills	
September 8	Gentile's taxonomy of motor skills; diversity of movement patterns; measuring motor performance	
September 10	Information processing and dynamic approaches in Gentile's taxonomy; review for Exam 1	
September 15	No class Rosh Hashanah	
September 17	Information processing	
September 22	Information processing	
September 24	Exam 1	Chapter 2
September 29	Outcome of Exam 1	Chapter 3
October 1	Information processing	
October 6	Information processing: perception	
October 8	Information processing: perception	
October 13	Information processing: decision	
October 15	What is memory?	
October 20	Information processing: action	Chapter 5 & 6
October 22	Information processing: action	
October 27	Cognitive processing and motor control view contrasts	
October 29	No Class – PETE/HETE Conference, Atlanta, GA	
November 3	Exam 2	
November 5	Review of Exam 2	
November 10	Motor control theories and hypotheses	
November 12	Dynamic Systems Analyses	
November 17	Dynamic Systems Analyses	Chapter 9 & 10
November 19	Schmidt's Schema Theory	
November 24	Levels of Processing in Memory	
November 26	No class Thanksgiving	
December 1	Contextual interference	
December 3	Dynamics of contextual interference and variability of practice	
December 8	Wrap up and Review for Final Exam	Chapter 11
December 11	Please note Final Exam special schedule is Friday, December 11 from 0945-	