COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Health, Human Performance and Recreation Course No. HL 3xx

Title of Course: Issues and Trends in Motor Learning Date: _____

Please check: X☐ New
☐ Revision

I. Catalog Description (Credit Hours of Course):

A study of motor learning and control principles and how these principles apply to sport, coaching, and rehabilitation settings. (3)

II. Prerequisite(s): BS 113 and BS 114.

III. Objectives of the Course

Upon the completion of the course the student will be able to:

A. Explain classification and evaluation of motor skills
B. Explain sources of sensory information
C. Identify the limitations on movement programming and response selection
D. Define learning and the stages of learning as they relate to skill acquisition and transfer
E. Discuss the dynamics of practice and how practice organization effects outcomes
F. Discuss the function of feedback in the rehabilitation process
G. Explain the task oriented motor rehabilitation and the importance of auditory cueing in the process of motor rehabilitation.

IV. Course Learning Outcomes (Minimum of 3):

A. Describe several ways to apply simplification methods to the practice of motor skills.
B. Explain the methods for assessing motor skill learning.
C. Apply motor learning and control concepts and principles for therapeutic purposes.

V. Names of Faculty Qualified to Teach the proposed Course:

A. Seidu Sofo
B. Adolfo Ramos

VI. Course Content or Outline (indicate number of class hours per unit or section) Hours

A. Introduction to Motor Skills and Abilities 6
1. The science of motor learning and performance
2. Classification of motor skills
3. Measurement of motor skills
4. Motor abilities— individual differences

B. Theoretical Perspectives on Motor Learning and Motor Control 5
1. Information processing perspective
2. Dynamic systems perspective
3. Perception-action theory

C. Sensory Contributions to Skilled Performance 6
1. Sources of sensory information
2. Processing sensory information
3. Principles of visual control
4. Audition and motor control
5. Closed-loop and open-loop systems

D. Attention and Performance 6
1. What is attention?
2. Limitations in movement programming

3. Limitations in stimulus identification
4. Limitations in Response Selection
5. Memory systems

E. Measuring Motor Skill Learning 5
1. Defining and assessing Learning
2. The Stages of learning
3. Skill acquisition, retention, and transfer

F. Organizing and Scheduling Practice 6
1. Organizing practice and rest
2. Contextual interference schedules
3. Variable versus constant practice
4. Blocked versus random practice
5. Mental practice in stroke rehabilitation

G. Instruction and Augmented Feedback 5
1. Demonstration and verbal instructions
2. Feedback classifications
3. Functions of augmented feedback
4. Types and content of feedback

H. Motor rehabilitation 6
1. Introduction to motor rehabilitation
2. Task-oriented motor rehabilitation
3. Virtual reality-based motor rehabilitation
4. Rhythmic auditory cueing in motor rehabilitation

TOTAL HOURS: 45

Attach the following:

- ☐ copy of example class syllabus and course schedule.
- ☐ memo from Library Dean assessing available and needed library holdings and resources.
- ☐ memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: _____ Date: 11.14.17
Chair

Signature: _____ _____
Dean

Southeast Missouri State University
College of Health & Human Services
Department of Health, Human Performance and Recreation
Course Syllabus

Course Title and Number:

Course Title:	HL 3xx
Meeting Times:	TBD
Location:	TBD
Credit Hours:	3 Credit Hours

Instructor Information:

Name:	**Dr. Seidu Sofo**
Office:	**207 Parker Hall**
Phone:	**(573) 651-2843**
E-mail:	**ssofo@semo.edu**
Office Hours:	**TBD**

Required Textbook:

Schmidt, R., & Lee, T. (2014). *Motor learning and performance (5th ed.).* Champaign, IL: Human Kinetics

Additional Readings:

Students will be assigned additional readings.

Course Description:

A study of motor learning and control principles and how these principles apply to sport, coaching, and rehabilitation settings. (3)

Co-Requisites:

BS 113 and BS 114

Course Learning Outcomes:

The student will be able to:

1. Describe several ways to apply simplification methods to the practice of motor skills.
2. Explain the methods for assessing motor skill learning.
3. Apply motor learning and control concepts and principles for therapeutic purposes.

Expectations of the Students: The student will:

1. Attend class regularly
2. Be on time.
3. Complete all assignments
4. Take all examinations and turn in all work on the due date designated by the instructor.
5. Actively participate in all class activities.
6. No electronic devices may be used in the classroom.
7. Students with extenuating circumstances need to discuss them with the instructor
8. Students involved in university events must submit their schedule of events to the instructor of this course by the start of the second week of the semester.
9. There would be no make-ups for students who miss in-class/online/take home assignments, quizzes, and exams without prior arrangement with the instructor.
10. Inform the instructor of any emergencies (submit documentations later).

Attendance: Attendance is very important for this course. It is strongly recommended that the student arrives on time and stay until the conclusion of the class. Attendance will be taken at the start of class; if you are tardy, check with the instructor to avoid being marked absent.

Evaluation of Learning:

Students will be evaluated on the basis of their performance on the following assignments:

Assignment:	**Approx. Points**
Assignments (In-class & Homework)	10%
Case Studies	10%
Quizzes	15 %
Article Reviews	10%
Exams	30%
Synthesis Paper	20%
Participation	5%
TOTAL POINTS:	**100%**

Grading Scale:

90% = A
80% = B
70% = C
60% = D
59% and lower = F

Academic Honesty:

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult 2 his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. *Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:*
1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

Civility
Official university policy on civility is as follows:
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system. For more, see: http://www6.semo.edu/stuconduct/
Students and instructors share the responsibility to cultivate an environment of respect, both in class and in online course interactions. Violations of the student code of conduct will be reported to the Office of Student Conduct.

Disabilities
Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information please contact Disability Support Services at 573-651-2273.

Grievance Statement
"All questions regarding this class should be addressed to the instructor. If the student has further queries or if their concerns are not addressed to their satisfaction they should contact Dr. Joe Pujol, (573) 651-2197."

Tentative Course Outline

Date	Content	Assignments/Activities
Week 1	Introduction to Motor Skills and Abilities: 1. The science of motor learning and performance 2. Classification of motor skills	Chapter Readings
Week 2	Introduction to Motor Skills and Abilities: 1. Measurement of motor skills 2. Motor abilities— individual differences	
Week 3	Theoretical Perspectives on Motor Learning and Motor Control 1. Information processing perspective 2. Dynamic systems perspective 3. Perception-action theory	Quiz 1 Article Review 1
Week 4	Sensory Contributions to Skilled Performance 1. Sources of sensory information 2. Processing sensory information 3. Principles of visual control	Case Study 1 Chapter Readings
Week 5	Sensory Contributions to Skilled Performance 1. Audition and motor control 2. Closed-loop and open-loop systems	Quiz 2
Week 6	Attention and Performance 1. What is attention? 2. Limitations in movement programming 3. Limitations in stimulus identification	Article Review 2 Assignment 1
Week 7	Attention and Performance 1. Limitations in Response Selection 2. Memory systems	Case Study 2 Chapter Readings
Week 8	Measuring Motor Skill Learning 1. Defining and assessing Learning 2. The Stages of learning 3. Skill acquisition, retention, and transfer	Exam 1
Week 9	Organizing and Scheduling Practice 1. Organizing practice and rest 2. Variable versus constant practice	Assignment 2
Week 10	Organizing and Scheduling Practice 1. Blocked versus random practice 2. Mental practice in stroke rehabilitation	Quiz 3
Week 11	Instruction and Augmented Feedback 1. Demonstration and verbal instructions 2. Feedback classifications 3. Functions of augmented feedback 4. Types and content of feedback 5. When to Give Feedback	Chapter Readings
Week 12	Instruction and Augmented Feedback 1. Demonstration and verbal instructions 2. Feedback classifications 3. Functions of augmented feedback 4. Types and content of feedback 5. When to Give Feedback	Case Study 3 Exam 2
Week 13	Instruction and Augmented Feedback 1. Demonstration and verbal instructions 2. Feedback classifications 3. Functions of augmented feedback	Assignment 3

	4. Types and content of feedback	
Week 14	Motor rehabilitation 1. Introduction to motor rehabilitation 2. Task-oriented motor rehabilitation 3. Virtual reality-based motor rehabilitation 4. Rhythmic auditory cueing in motor rehabilitation	Synthesis Paper due
Week 15	Oral Presentations	Oral Presentations
Week 16	Final Exam	Final exam