

SYLLABUS FORMAT

WAYLAND BAPTIST UNIVERSITY DIVISION OF EXERCISE AND SPORT SCIENCE School of Education

UNIVERSITY MISSION: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EXSS 3306 Introduction to Motor Learning

TERMS AND DATES: Spring 2008 MF-11:00 AM-12:15 PM - Laney Center

OFFICE HOURS: MW 9:00-11:00 - AM 1:00-3:00 PM
TT 10:05-11:30 AM

INSTRUCTOR'S NAME, OFFICE NUMBER, AND E-MAIL ADDRESS:

Patrick Buchanan
Laney Center
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CATALOG COURSE DESCRIPTION: A course designed to give the physical education major the knowledge base in the study of changes in motor learning and motor performance across the life span.

PREREQUISITE KNOWLEDGE, SKILLS AND COURSE NUMBERS:

EXSS 1301 Foundations of Physical Education

REQUIRED RESOURCE MATERIALS:

- A. Textbook: Wrisberg, Craig and Schmidt, Richard A. Motor Learning and Performance, a Situation-Based Learning Approach. Fourth Edition. Human Kinetics.
- B. Periodical Resources available through various libraries.
- C. Access to WBU Learning Resources
www.wbu.edu/lrc

COURSE OUTLINE:

- A. Chapter 1 Introduction.
- B. Chapter 2 Processing Information and Making Decisions
- C. Chapter 3 Sensory Contributions to Skilled Performance
- D. Chapter 4 Movement Production and Motor Programs
- E. Chapter 5 principles of Motor Control and Movement Accuracy
- F. Chapter 6 Individual Differences and Motor Abilities
- G. Chapter 7 Preparing for the Learning Experience
- H. Chapter 8 Supplementing the Learning Experience

- I. Chapter 9 Structuring the Learning Experience
- J. Chapter 10 Providing Feedback During the Learning Experience
- K. Chapter 11 Facilitating Learning and Performance
- L. Chapter 12 Applying the Principles of Skill Learning

COURSE REQUIREMENTS:

- A. Written Assignment: Read 4 course-related Periodical/Internet articles written since 1996. Be prepared to discuss one article during designated class meetings. Hand in a summary and a copy of the article.
Word process a one-page summary (no more!) which contains:
 - a bibliographic reference at the heading (MLA or APA format)
 - a summary of the article (½ page)
 - your reactions to the article (½ page)Interview 2 teachers in this related field and be prepared to discuss the interview during designated class meetings. Word process a one-page summary (no more!) which contains:
 - a summary of the interview (1/2 page)
 - your reactions to the interview (1/2 page)
- B. Reading Assignments – Read all assigned materials and participate in all class activities, assignments and discussions.
- C. Projects and Other Assignments (observation, field trips, performances)
- D. Examinations-Perform satisfactorily on 6 assessments and a final exam.
- E. Complete all labs and practical assignments, worksheets and other projects over assigned topics indicate in the course calendar.

COURSE (STUDENT) OUTCOME COMPETENCIES: At the completion of the course, students should be able to

1. discuss the problem-based approach to motor performance.
2. understand the concept of individual differences.
3. discuss the difficulties inherent in predicting a person's future performance success based on assessments of the individual's abilities.
4. understand how attention influences performance.
5. appreciate how components of human memory affect one's retention of motor skills.
6. understand the various ways that sensory information is used in movement control.
7. apply the principles of motor programming to practical performance situations.
8. apply the principles of rapid actions to real-world settings.
9. assist individuals in developing a "blueprint" for a motor learning experience.
10. discuss several techniques of physical rehearsal and mental rehearsal that individuals might use during learning.
11. discuss the concept of practice structure, and explain its importance to goal achievement and to people's performance.

12. discuss the difference between intrinsic and extrinsic feedback and apply the principles to a variety of real-world instructional settings.
13. determine appropriate instructional strategies for a variety of learning experiences.
14. describe a hypothetical or real instructional scenario, and then demonstrate your capability of diagnosing, designing, and assessing the learning experience.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES.

Major Exams.....	50%
Written assignments.....	20%
Articles and Interviews.....	20%
Final Exam.....	10%

ATTENDANCE POLICY:

- A. Students should make every effort to attend all class meetings. All absences must be explained to the satisfaction of the instructor who will decide whether the omitted work may be made up.
- B. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course.

EVALUATION:

- A. University Grading System-Catalog

ACADEMIC HONESTY: University students are to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating.

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. See catalog for more information.

DISABLED PERSONS:

NOTE: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.