

**PHED 3625**

**MOTOR BEHAVIOR**

Semester Hours: 3

Semester/Year:

Instructor:

Day/Time:

Class Location:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

**COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education; PHED 2603 and PHED 2604 or equivalent

This course focuses on the growth and development of the human being and the interaction of growth and development on human motor performance. Students examine the impact of motor development and motor learning, neuromuscular function, and information processing on motor skill acquisition and make applications to teaching physical education. The course provides students with foundation knowledge concerning the development and acquisition of motor skills from birth to advanced age, with emphasis on P-12 children.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive,

collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. discuss major theoretical views of human motor development and motor learning and their impact on teaching physical education  
*(Adaptive; Decision Making; Knowledgeable; Leadership; Lifelong Learning Proactive; Reflective; INTASC 1,5; PSC 4,14)*  
(Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008; Schmidt & Wrisberg, 2004);
2. describe developmental characteristics of reflexes, spontaneous movements, postural control, manual control, rudimentary locomotion, and fundamental movements, and provide an overview of the developmental milestones that occur during infancy, childhood, and adolescence and how these concepts are incorporated into physical education lesson planning  
*(Adaptive; Decision Making; Knowledgeable; Leadership; Lifelong Learning; Proactive; Reflective; INTASC 1,5; PSC 4,14)*  
(Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008; Schmidt & Wrisberg, 2004);
3. describe the information processing model and its implications for motor learning and performance and how this impacts teaching physical education  
*(Adaptive; Decision Making; Knowledgeable; Leadership; Lifelong Learning; Proactive; Reflective; INTASC 1,5; PSC 4,14)*  
(Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008; Schmidt & Wrisberg, 2004);

4. describe the role of feedback in relation to motor skill performance and how this impacts teaching physical education  
(*Adaptive; Decision Making; Knowledgeable; Leadership; Lifelong Learning; Proactive; Reflective; INTASC 1,5; PSC 4,14*)  
(Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008; Schmidt & Wrisberg, 2004);
5. explain the following concepts and their impact on the learning process: transfer, mental practice, reaction time, motivation, attention, arousal, practice setting, and performance curves  
(*Adaptive; Decision Making; Knowledgeable; Leadership; Lifelong Learning; Proactive; Reflective; INTASC 1,5; PSC 4,14*)  
(Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008; Schmidt & Wrisberg, 2004); and
6. differentiate between the component and total body approaches of classifying skills and abilities as they relate to physical education learners and the teaching of motor skills  
(*Adaptive; Decision Making; Knowledgeable; Leadership; Lifelong Learning; Proactive; Reflective; INTASC 1,5; PSC 4,14*)  
(Gabbard, 2007; Magill, 2007; Payne & Isaacs, 2008; Schmidt & Wrisberg, 2004).

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text**

Magill, R. A. (2007). *Motor learning: Concepts and applications* (8th ed.). Dubuque, IA: McGraw-Hill.

### **References**

Gabbard, C. (2007). *Lifelong motor development* (5th ed.). Dubuque, IA: Pearson.

Gallahue, D. L., & Ozmun, J. L. (2002). *Understanding motor development: Infants, children, adolescents, adults* (5th ed.). New York: McGraw-Hill.

Magill, R. A. (2007). *Motor learning and control: Concepts and applications* (8th ed.). New York: McGraw-Hill.

Payne, V. G., & Isaacs, L. D. (2008). *Human motor development: A lifespan approach* (7th ed.). Mountain View, CA: Mayfield.

Rosenbaum, D. A. (1991). *Human motor control*. New York: Academic Press.

Schmidt, R. A., & Wrisberg, C. A. (2008). *Motor learning and performance: From principles to practices* (4th ed.). Champaign, IL: Human Kinetics.

Thelen, E. (1995). Motor development: A new synthesis. *American Psychologist*, 50, 79-95.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework.** The primary goals of this course are as follows: 1) Develop an understanding of the major theoretical views on human motor development and motor learning; 2) Develop a knowledge base of the developmental milestones that occur during infancy, childhood, and adolescence; 3) Demonstrate effective leadership skills; and 4) Investigate and problem solve performance scenarios and utilize the following concepts and their influence on the learning process: transfer, mental practice, reaction time, motivation, attention, arousal, practice setting, and performance curves. At the completion of this course, students will have demonstrated achievement in the following areas: *decision making*: data collection strategies, choosing participants and learners, and choosing solutions to performance scenarios (**Assignments 2 and 3**); *leadership*: taking responsibility for ongoing inquiry (**All Assignments**); *lifelong learning*: studying the various motor behavior/learning principles and applying them to real life performance scenarios (**All Assignments**); *knowledgeable*: drawing on acquired knowledge and demonstrating understanding (**All Assignments**); *adaptive*: implementing motor behavior/learning principles to learning situations and modifying these principles when necessary (**Assignments 2 and 3**); *proactive*: implementing new strategies and presentation topics (**Assignments 2 and 3**); and *reflective*: engaging in ongoing, continuous reflection of the primary principles in the field of motor behavior (**Assignments 2 and 3**).

### **Assignments**

#### **1. Exams (100 points each)**

There will be four exams throughout the semester. The exams will cover assigned readings and class lecture and discussion topics. Exams will consist of multiple choice, true or false, or short answer questions.

Course objectives: 1, 2, 3, 4, 5

#### **2. Analysis Project (150 points)**

Students will select a sport or exercise skill and discuss steps in teaching the skill as children progress developmentally. The project should include developmentally appropriate activities and teaching cues according to the motor development and control of the specific age group or population.

Course objectives: 3, 4, 5

**3. Implementation of Analysis Project (50 points)**

Students will implement the analysis project in a small teaching unit to determine the appropriateness and effectiveness of the project.

Course objectives: 3, 4, 5

**GRADING POLICY**

A = 90-100%	540-600 points
B = 80-89%	480-539 points
C = 70-79%	420-479 points
D = 60-69%	360-419 points
F = below 60%	below 360 points

**CLASS POLICIES****Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

**E-mail**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

**Professional Disposition**

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's

progress and continuation in the program. In addition, disposition assessments will help determine whether a student is ready to enter the internship experience.

All students seeking teaching certification through the Department of Physical Education and Recreation will be reviewed by all instructional faculty members during the thirteenth (13th) week of fall and spring semesters regarding their professional dispositions. Additional reviews will be conducted as needed. This holistic evaluation will determine students' continuation in the certification program.

**Foliotek**

This course will require students to save course assignments. The course assignments will be uploaded to the student's electronic portfolio (foliotek).

**Work Credit**

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

**Americans with Disabilities Statement (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

**Academic Integrity and Honor Code Pledge**

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and persona integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

**Pledge:**

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

\*\*If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

### CLASS OUTLINE

Week	Topic	Chapter
1	Nature of Motor Learning	1
2	Heredity and Neurological Changes	2
3	Physical Growth Changes	3
4	Physiological Changes	4
5	Factors Affecting Growth and Development	5
6	Early Movement Patterns	6
7	Motor Behavior During Early Childhood	7
8	Motor Behavior During Later Childhood	8
9	Motor Behavior in Adult Years	9
10	Sociocultural Influences	10
11	Perceptual Development	11
12	Information Processing Systems	12
13	Assessment	13
14	Feedback and Knowledge of Results	14
15	Preparation for Learning and Performance; Developmental Considerations in Motor Learning	15 & 16
16	Final Exam	