

**PHED 7618**

**APPLIED MOTOR CONTROL**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

**COURSE DESCRIPTION**

The focus of this course is on the principles of learning as they relate to the acquisition and development of motor skills, motor performance, and motor learning throughout life. Applications to teaching K-12 physical education are emphasized.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG 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) also are 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. review the recent literature on motor learning, motor control, and motor performance and discuss how this research impacts teaching physical education (*Adaptive, Collaborative, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective*) (Payne & Isaacs, 2008; Sage, 1994; Singer, 1980);
2. explain the neurological processes underlying efficient movement (*Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective*) (Payne & Isaacs, 2008; Sage, 1994);
3. compare and contrast the theories and processes by which motor skills are acquired (*Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective*) (Payne & Isaacs, 2008; Sage, 1994; Singer, 1980);
4. explain the principles of skill acquisition and apply them to the learning and teaching of motor skills (*Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective*) (Payne & Isaacs, 2008; Singer, 1980);
5. analyze motor performances for the purpose of identifying and correcting movement errors (*Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective*) (Payne & Isaacs, 2008; Singer, 1980);
6. explain the role of the teacher in giving students feedback and reinforcement in relation to movement activities (*Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective*) (Payne & Isaacs, 2008; Sage, 1994; Singer, 1980); and

7. compare and contrast factors such as attention, anticipation, goal-setting, practice, retention, and transfer of learning as they relate to movement activities (*Adaptive, Collaborative, Culturally Sensitive, Decision Makers, Empathetic, Leaders, Lifelong Learners, Knowledgeable, Proactive, Reflective*) (Payne & Isaacs, 2008; Singer, 1980).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text**

Payne, V. G., & Isaacs, L. D. (2008). *Human motor development: A lifespan approach* (8th ed.). Mountain View, CA: Mayfield.

### **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.). Boston: McGraw-Hill.

Magill, R. A. (2007). *Motor learning and control: Concepts and applications* (8th ed.). Boston: 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) to become familiar with the literature in the areas of motor learning, motor control, and motor performance, 2) investigate neurological processes underlying efficient movement, 3) compare a variety of theories that explain the process by which motor skill is acquired, 4) understand the principles of skill acquisition and apply them to the learning/teaching of motor skills, 5) analyze motor performance for the purpose of identifying and correcting movement errors, 6) explain the role of the teacher in giving students feedback and reinforcement, 7) compare and contrast other factors relating to skill performance such as attention, anticipation, goal-

setting, practice, retention, and transfer of learning, and 8) review types of research being conducted in the area of motor learning.

At the completion of this course, students will have demonstrated achievement in the following areas: a) *decision making*: comparing and contrasting methods of motor skill acquisition (**All Assignments**); b) *leadership*: take leadership in class discussions and research opportunities related to motor development, motor learning, and motor skills (**Assignments: 1, 3, & 5**); c) *lifelong learner*: reflect on and critically analyze the material presented (**All Assignments**); d) *adaptive*: implementing skills assessment and applying the principles associated with motor skills (**Assignments: 3 & 5**); e) *collaborative*: participating in class discussions and working with classmates on the project and skill analyses (**Assignments: 3 & 5**); f) *culturally sensitive*: understanding that students from different backgrounds will learn skills in different ways (**All Assignments**); g) *empathetic*: use projects, quizzes and exams to understand the real life concepts and skills needed for individual children to be successful (**All Assignments**); h) *knowledge*: acquire knowledge and demonstrate competence via quizzes, exams, and projects (**All Assignments**); i) *proactive*: plan ahead to complete assignments and projects (**All Assignments**); j) *reflective*: reflect on material covered and how the information can be utilized to help teach movement activities (**All Assignments**).

## Assignments

### 1. Quizzes (100 points)

Students will take weekly quizzes. The quizzes will cover the assigned weekly readings.

Course Objectives: 1, 2, 3, 4, 5, 6, 7

### 2. Project (100 points)

Students will complete a literature review project. The project will be explained in detail during the second week of class.

Course Objectives: 1, 3, 4, 5, 6, 7

### 3. Final Exam (100 points)

Students will take a final exam which will cover all the text readings and quizzes. The exam will consist of multiple-choice, true/false, and short answer questions.

Course Objectives: 1, 2, 3, 4, 5, 6, 7

### 4. Skill Analyses (100 points)

Students will analyze a variety of movement activities with relation to motor skill development, level, and control.

Course Objectives: 5, 6, 7

## **Grading Policy**

A = 400 – 360 points (100–90%)

B = 359 – 320 points (89-80%)

C = 319 – 280 points (79-70%)

F < 280 points (<70%)

## **CLASS POLICIES**

### **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.

### **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 personal 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
1	Class Introduction, History of Motor Development
2	Cognitive Aspects of Motor Development
3	Social Aspects of Motor Development
4	Perceptual/Motor Aspects of Motor Development
5	Prenatal Development
6	Early Stimulation and Growth and Development
7	Physiological Concerns
8	Senses and Movement
9	Reflexes
10	Voluntary Movements
11	Fine Motor Development
12	Locomotion Skills
13	Object Control Skills
14	Youth Sports & Movement in Adulthood
15	Assessment & Planning Programs
16	Final Exam