

University of North Carolina at Greensboro
Department of Exercise and Sport Science
ESS 386 Motor Development and Learning
TR 2-3:15
336 HHP

Course Number: ESS 386

Course Title: Motor Development and Learning

Instructor Information: Kathleen Williams
250A HHP
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Office Hours: 3:30-5 pm Tuesday & Thursday and by appointment (it is typically easiest to schedule meetings with me using email!)

Catalog Description: Lifespan analysis of motor skill development and learning.

Student Learning Outcomes: The student will be able to:

1. **distinguish** between developmental and learning aspects of motor skill performance.
2. **assess** performers of differing ages using developmental sequences for various fundamental motor skills.
3. **describe/explain** the impact of individual, environmental, and task constraints on the development and learning of motor skills.
4. **apply** the basic principles used to fashion programs for learning motor skills across a range of task, environmental and individual constraints.
5. **describe** changes that occur in motor performance throughout the lifespan.

It is important to note that none of the SLOs above simply require students to memorize material. Of course, as in many content areas, there will be some memorization. **More important**, however, is your ability to apply and use the information. Reading, thinking and articulating the information in this course is critical to your learning!

Teaching Strategies: This course will use a blended format including face-to-face sessions and on-line (blackboard) discussions (3 hours lecture; 1 hour on-line discussions). Cooperative group work will be the focus of much of this course. The course fulfills a *writing intensive* requirement.

Evaluation Methods and Guidelines for Assignments:

On-line discussions:	20%
Paper:	30%
Final Exam:	20%
Quizzes (3)	30%

Grading Scale: Generally, grades will be assigned on a 10 point scale (90% + = A, 80-89%=B, etc.). Specific grades will be assigned based on overall student performance.

Note: You must score a minimum of 70% to receive the minimum grade of C required of all ESS concentrations.

REMINDER: According to departmental regulations, students who do not receive a grade of C or higher in a core course must retake the course. Students may re-take a course only once.

On-line discussions (20%): Your active participation in this course is required. To encourage your participation, you will be divided into groups for in class and online work (of about 5 students). Initially, I will pose a question/problem to your groups. Each of you will be required to post at least one substantive response based on this question. During a portion of the semester (to be determined) each of you will be required to pose the question (based on the assigned readings) to which your group mates will respond.

The content of your questions and responses will be used to determine this portion of your grade.

Required Texts/Readings/References:

Schmidt, R.A. & Wrisberg, C.A. (2004). *Motor Learning and Performance: A Problem Based Learning Approach (3rd Ed.)*. Champaign, IL: Human Kinetics

Other required readings will be available on BB.

All other course materials will be available on BlackBoard. **All handouts must be downloaded from BlackBoard. No class materials will be distributed in class. Come prepared!**

You will be responsible for checking Blackboard regularly for announcements and updates.

Topical Outline: See below.

Academic Honor Code: Each student is required understand and accept the guidelines of the UNCG Academic Integrity Code. <http://studentconduct.uncg.edu/policy/academicintegrity/>

Attendance Policy:

1 point will be deducted from your **final grade** for *every* unexcused absence.

Attendance will be taken for each class period! If you are late to class (you shouldn't be!), it is your responsibility to make certain I know you are there. You are allowed no unexcused absences --a point will be deducted from this part of your grade for each unexcused absence Absences will be dealt with on a case-by-case basis--you may be required to provide written documentation!!! Three late arrivals to class will be counted as an absence. This policy will be followed, regardless of the reason for your absence!!!

Note: If you accumulate 6 unexcused absences, I will withdraw you from the class. Remember, if this occurs after the drop date, you will receive a WF for the course!

Additional Requirements: All students are expected to come to class prepared to discuss the day's topic (see course outline).

Tentative Course Outline

August 16-25: Organization/Orientation

Theoretical foundations/constraints to action
Development vs. learning vs. performance
The nature of change and constraints to change
Skill-types

August 30-Sept 22: Developmental sequences for motor skills

Learning stages vs. developmental stages
Fundamental vs. sport-specific skills
Paper assignment: download from Blackboard.
Quiz 1

Sept 27-October 6: Learning vs. performance

How do you know when a skill has been learned?
How is learning measured?
Retention vs. Transfer
Mental Practice vs. physical practice
Research Question due—Sept 27

October 13-November 1: Structuring the learning experience across the lifespan

Practice vs. rehearsal and feedback
Knowledge bases/modeling
Whole/part practice; massed vs. distributed practice
Feedback
Quiz 2
Annotated bibliography due—October 13

November 3-8: Physical growth and physical fitness

Rough draft due—November 8

November 10-15: Aging

Quiz 3

November 17-29: Describing and seeing changes in Infancy—learning or development:

December 1: Wrap Up/review

Paper introduction due—December 1 @ 2 pm

Cumulative final exam!!! Friday December 9 3:30 pm